

Curriculum & Instruction Review



Directions



The Final Report



Saskatchewan
Education



Directions

The Final Report

**Minister's Advisory Committee
Curriculum and Instruction Review
February 1984**

February 14, 1984

Hon. Patricia A. Smith
Minister of Education
Legislative Building
REGINA, Saskatchewan

Dear Mrs. Smith

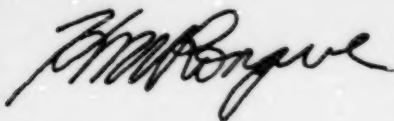
In May of 1981, I had the privilege of being asked to chair the Minister's Advisory Committee on Curriculum and Instruction Review. The Committee was to assess the quality of education in this province and to establish some directions for the future. In fulfilling our mandate, we have identified the need for change while still respecting the stability and previous growth of our education system. Following two years of intensive work, we have the pleasure of presenting to you the final report.

I would like to take this opportunity to thank Committee members for their dedication and commitment to the project. While the members represented different points of view, they worked together to provide direction for the improvement of education.

We would also like to thank those who responded to our request for information. In preparing its report, the committee reached out to parents, students, educators and trustees in Saskatchewan in an effort to understand their ideas about education. It is our hope that this report reflects their concerns and provides the direction necessary to improve education for all students in the province.

Thank you for the opportunity to provide you with our findings.

Sincerely

A handwritten signature in dark ink, appearing to read 'Karen Rongve', written in a cursive style.

(Mr.) Karen Rongve
Chairperson

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The Minister's Advisory Committee wishes to recognize and sincerely thank Dianne Warren and Ann Kilcher for their assistance in writing and editing this final report. The Committee expresses its appreciation to Ann Seifert and Mary Colin for their typing and clerical support through out the past two years.

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The Vision

Parents and teachers. Administrators, board members, and trustees. Students and politicians. We all want better schools for the children of Saskatchewan. We want, in fact, no less than the best schools possible.

Striving for the best is not a matter of reaching into the dark, for we see a clear picture in front of us, a vision of a school as Saskatchewan schools can be. The vision is the driving force that makes us all believe the best is worth working for.

The school that we see is built upon a clearly articulated and understood set of goals. The goals are a guide for educational planning, and truly reflect the uniqueness of the school population. They are foremost in the minds of the trustees, administrators, teachers, parents, and community. The students in the school understand what the goals of the school are and know what they are expected to learn. Expectations are high.

The school has built-in mechanisms for continuous evaluation and improvement. A method of dealing with problems as they arise has been determined and is clearly understood by all. Reporting to students, parents, and staff is frequent, and the school employs long-range planning. Teachers in the school are continuously learning new skills and updating their professional knowledge.

Attention is given to the needs of individual learners. The school curriculum is designed to teach basic skills, yet remain flexible enough to accommodate the needs of all students. A well-organized network of counselling and support services is available to students who require such services. A variety of learning activities are co-ordinated by trained staff in a well equipped resource centre.

The school has an effective principal who guides day-to-day operations. The principal provides leadership in a variety of ways: by initiating dialogue concerning expectations and school-wide goals, by ensuring that decision-making takes place at the local level, by establishing efficient planning procedures, by encouraging parental and community involvement, and by managing and controlling the facility. Above all else, the principal is seen by both

teachers and students as supportive, caring, and trustworthy. In addition, both principal and teachers know they have the support and assistance of board and central office administration.

Well-developed curricula are available to guide the teachers in the school. Instructional materials and teaching strategies which are most appropriate are selected. Teachers monitor students' work carefully and frequently provide feedback on their progress. Many opportunities are available for students to assume responsibility and direct their own learning.

Each person in the school is valued as an individual. Children experience success as they learn the skills required to function as productive members of society. The atmosphere is supportive and non-threatening, yet constructive and orderly. The school that we envision is a place where both teachers and students want to be. It achieves a happy medium between right and responsibility, and combines caring and respect with learning.

The school that we see ahead of us is not one that can be established overnight. We recognize that achieving such a degree of excellence takes time and direction. But we also recognize that elements of our vision are already in place, that the foundation has been laid. We present our action plan as a long-term plan, and ask for the commitment of all those involved with education in attaining that school of our vision.

Summary of Recommendations

Saskatchewan has a good system of education. There are, however, indications that the needs of some students are not being met and that education must adapt to keep step with social and technological changes.

Education in Saskatchewan is based upon commitment to meeting the needs of the individual learner. Saskatchewan has a diverse population and the needs of the children in the province are many and varied. The education system must better respond to the aspirations of the students in order to produce caring and responsible graduates who are well equipped to function in a complex and changing world.

The Curriculum and Instruction Review Committee chose to provide directions for improvement in the form of recommendations, each accompanied by an implementation plan. A number of concerns demand immediate action. Solutions to the majority of problems, however, require extensive planning and consultation among educational organizations. These recommendations are based upon a broad view of the issues and are organized according to the seven major actions the Committee hoped to initiate.

Better Prepare Students for the Future

That the proposed set of goals be adopted as the educational goals for Saskatchewan.

Recommendation 1

That the Minister finalize a policy for kindergarten through grade 12 within the proposed policy framework, including adoption of the concept of a K-12 core curriculum

Recommendation 2

Ensure Quality Education in *all* Schools in Saskatchewan

That a variety of ways of delivering the core curriculum and elective courses be made available to Saskatchewan schools.

Recommendation 3

- Recommendation 4 That a school environment improvement program be developed for use at the local level.
- Recommendation 5 That a provincial policy and standards for resource centre services be formulated along with a plan of action to improve the quality of resource centre services in the province.

Better Serve the Needs of Individual Learners

- Recommendation 6 That major educational organizations in the province be brought together to formulate guidelines for effective instruction and plan inservice education packages on instruction.
- Recommendation 7 That the Minister initiate a review of evaluation procedures in the province.
- Recommendation 8 That steps be taken to improve delivery of support services to students and ensure that such services are co-ordinated at the local level.
- Recommendation 9 That policy guidelines be prepared for the development of alternative programs.

Attend to the Unique Needs of Northern and Indian/Native Students

- Recommendation 10 That the Minister initiate the formulation of policies and procedures to ensure that the unique needs of Northern and Indian/Native students are met.

Provide More Efficient Planning Strategies

- Recommendation 11 That all functions of the proposed curriculum development model be adopted for immediate use.
- Recommendation 12 That action be taken to increase the effectiveness of inservice education in the province.

That collaborative planning procedures be developed for use at the school division level.

Recommendation 13

Ensure Effective Leadership

That leadership roles and functions be defined, and that skill training be provided at all levels of the system in order to meet changing needs.

Recommendation 14

Facilitate Change and Improvement in the Educational System

That all those involved with the implementation of this report attend to what is known about successful change procedures.

Recommendation 15

That the Minister, with the Department of Education, assume the responsibility of providing leadership for the implementation of this report.

Recommendation 16

School improvement is possible. The province of Saskatchewan is committed to education and the public has a fundamental faith in the educational system. The changes that the Curriculum and Instruction Review Committee proposes are not unrealistic. They are down-to-earth changes based on the needs of Saskatchewan children, and are intended to improve the quality of education for all children affected.

The Curriculum and Instruction Review Committee strongly urges that its recommendations and implementation plan be accepted at all levels. Change requires action, both immediate and long-range. It is hoped that this report will provide the direction for that action.

Preface

Saskatchewan is a province familiar with change and adaptation. Its system of education is no stranger to periodic adjustment. Since 1905, a number of projects have assessed the system, and each has served, in some way, its growth and maturation. The past twenty years have been particularly significant, and the Curriculum and Instruction Review is another event in the history of education in the province.

In 1963, *A Plan for the Reorganization of Instruction in Saskatchewan Schools* established the Division System based on the concept of continuous progress. This policy signified a major change in direction for Saskatchewan education. It stated that learning should be developmental and sequential, and that children should be allowed to learn and progress at different rates. At this stage in its history, continuous progress was a new means of moving students through the system. It marked the beginning of a commitment to education based on the needs of the individual learner.

In the early 1970's, a new Division IV program policy statement was drafted. The new program, besides providing a broad, general education for all students, attempted to introduce the concept of individualization into Saskatchewan high schools. In addition, greater flexibility was introduced to the system when the number of required subjects was lowered and students were given more freedom in choosing electives.

The Education Act, 1978 saw another step in the growth of this commitment to meeting the needs of individual learners. The 1978 legislation gave each child the right to a program of instruction consistent with his or her educational needs. The Act required teachers to plan learning activities that provide for individual differences and gave the school the right to accelerate or decelerate students in order to place them in the system at the appropriate level.

The Curriculum and Instruction Review marks another step forward. The Committee does not advocate radical change, but instead has attempted to examine issues within the context of the province's educational history. The findings and decisions are intended to reflect the spirit of that history. The Committee was guided by the need to involve all those affected by educational change, and by the desire to develop an effective plan to implement proposed changes. This report is a summation of Committee deliberations and offers a plan to refine a good system striving to better meet the needs of Saskatchewan children.

In 1963, 'A Plan for the Reorganization of Instruction in Saskatchewan Schools' marked the beginning of a commitment to education based on the needs of the individual learner.

CHAPTER ONE

The Situation in Saskatchewan

In August, 1980, an invitational conference was held by the Minister of Education to bring together educators, administrators, and trustees for a comprehensive discussion on curriculum for the '80's. Those attending the conference expressed the feeling that the system was ready for significant change in order to prepare students for the future. In response to the ideas expressed, the Minister established the Curriculum and Instruction Review.

A 23 member advisory committee was formed and met for the first time in November, 1981. The Minister and the Department of Education recognized that effective implementation of any proposed changes would require, from the planning stages, the participation of all those involved in the education of Saskatchewan children. Therefore, the Minister appointed parents, teachers, faculty members from the two universities, and Department of Education staff to the Committee. Members were appointed from a number of organizations: the Saskatchewan Teachers' Federation; the Saskatchewan School Trustees Association; the League of Educational Administrators, Directors and Superintendents. A key factor in appointing an advisory committee was the need to involve the major decision makers in the educational community.

The purposes of the project were stated in the terms of reference (Appendix A) which came to the Committee from the Minister of Education. The Committee then went through an extensive process of establishing a number of questions to be directly addressed during the life of the project. Those questions were:

- **Curriculum content**
 - What is being taught presently?
 - What may be needed in the future?
- **Curriculum development**
 - What is the nature of the curriculum development process?
 - How are programs implemented and reviewed?

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- **Continuous progress**
To what extent is it being practiced?
What are the prospects of its use in the future?
- **Secondary education**
What are the program issues in Divisions III and IV?
- **Future requirements**
What changes in society are anticipated?
How will those changes affect education?
- **Student needs**
What are students' needs and interests?
What is the role of the school in reflecting students' needs and interests?
- **Nature of learning**
What is an effective learning environment?
How can the learning process be improved?
- **Structural organization**
What is the present state of support systems and working conditions?
What is the present state of inservice education?
Are resources adequately provided?
- **Teacher roles**
What is the role of the teacher in view of changing circumstances?
To what degree is teacher education effective?
- **Planning for change**
How receptive to change is the educational community?
How can the change process best be facilitated?

Despite the wide range of questions addressed by the Review, there were a number of topics which were not dealt with directly. The Committee made a decision in the early stages of planning that it would not carry out a content analysis of individual courses of study or provincial curricula. Nor would it examine in depth specific programs such as special education, language instruction, religious instruction, or vocational education. In addition, it chose not to address the issues of funding or preservice education. The Committee felt that it could do the most service by looking at education in a broader sense and by dealing with issues upon which it was in a position to recommend change.

There were three key components of the Curriculum and Instruction Review. Those were: public involvement, the commissioning of studies, and committee consideration.

The public involvement component was to become one of the most important features of the Review. The Committee recognized that it could neither put together a comprehensive report nor count on public support without first seeking public input. The opinions of Saskatchewan residents, therefore, were gathered in four ways:

- the distribution of a discussion paper to every household with a school age child (of 180,000 questionnaires, 26,784 were returned),
- the organization of 34 public meetings throughout the province (Appendix B),
- a request for written briefs, 156 were submitted (Appendix C),
- the informal gathering of information from such sources as open-line radio programs, meetings with various groups in the field of education, and a computerized survey conducted at a major teachers' conference in the province.

Although the participants in this component of the Review cannot necessarily be viewed as a representative sample of the provincial population, the Committee did receive the opinions of a substantial number of people, among them students, parents, teachers, trustees, and administrators. The Committee was satisfied that the findings reflect the diversity of opinion in the province.

As a second major means of gathering background information, the Committee commissioned a number of studies and put together sub-project advisory committees. This additional information was needed for two reasons: to inform the Committee on aspects of education in Saskatchewan and to provide the Committee with up-to-date research on educational issues. This component of the Review gave the Committee information to draw upon throughout its deliberations.

The third aspect of the Review was the Committee's decision-making process. The Committee used a group problem-solving approach, always keeping in mind its desire to build upon the strengths of the system rather than advocate radical change. The

The Committee used a group problem-solving approach, always keeping in mind its desire to build upon the strengths of the system rather than advocate radical change.

Committee was concerned with enabling boards of education to provide students with a better education. The decision-making process was one of defining problems and exploring a wide range of possible solutions. In considering each possible solution, the Committee asked the following questions:

- will it be possible to implement?
- will it be accepted by the population as a whole?
- is it adaptable to local or individual needs?

Overall, the Curriculum and Instruction Review was an invaluable means of collecting data. The Committee was able to sort aspects of the system according to adequacy and need for improvement, and found that, for many reasons, Saskatchewan residents have the right to take pride in their system of education. The Committee also found, however, that it is time to take stock of education in the province and look seriously at how well the system is meeting the needs of Saskatchewan students. In essence, the Curriculum and Instruction Review found that it is time to plan for change.

Taking Pride

The public involvement component of the Review indicated that Saskatchewan residents are pleased with education in the province. Approximately 80% of respondents to the questionnaire expressed their support for the way schools develop students' academic skills, help students get along with others, organize extra-curricular activities, and provide a variety of courses of study. The fact that education is available to all was frequently recorded at public meetings.

Many of those attending the meetings praised the Curriculum and Instruction Review, commenting that the Review was an indication of the system's ability to look at itself and make changes. The fact that this was mentioned a number of times is significant. The uniqueness of Saskatchewan's education system stems from the method of decision-making employed. In the past, educational policy has been formulated through extensive consultation with those organizations and institutions connected to schools and teaching. This method of decision-making has become an expectation, the importance of which cannot be understated. It has protected Saskatchewan from getting caught up in trends which have not had time to prove themselves.

Consequently, the province has never found itself in a situation where it has had to take steps backwards in order to regain control over a fad. Collaborative planning, or planning through involvement of major interest groups, has allowed the province to move steadily forward. Changes are based on need and, in retrospect, can be seen as major improvements in the quality of Saskatchewan education.

This steady forward movement of the system is particularly worthy of note at a time when other systems are expressing concern over apparent declines in quality. Saskatchewan residents have reaffirmed their faith in the school's commitment to the teaching of basic academic skills. In completing the Curriculum and Instruction Review Committee's questionnaire, Saskatchewan residents indicated that the developing of students' academic skills is one of the things schools have always done well. In 1978, the Department of Education commissioned an academic testing program. The results of that program place Saskatchewan children at or above the national norm in the basic skills area. This finding reflects stability.

Saskatchewan has a good system of education. This is not to say there is nothing wrong with it, or that periodic reassessments are not in order. Evaluation and assessment are essential in order for any system to grow and improve. However, Saskatchewan residents have every right to take pride in a system that is well respected, both for its method of educational planning and for the high academic standards reflected in its graduates.

Taking Stock

Out of the vast amounts of material gathered by the Curriculum and Instruction Review, a picture of education in the province emerges. That picture reaffirms that parents and professionals have a fundamental faith in the system. However, recognition of the gaps is essential in order to keep education in step with the needs of students.

The gaps became evident in three ways. Through the questionnaire and open meetings the Committee was made aware of public dissatisfaction with aspects of the education system. In addition, the commissioned studies and subcommittees uncovered gaps through their research. And thirdly, the Review Committee itself articulated gaps by analyzing the variety of symptoms that seemed to point to larger concerns.

From very early in the project, it became evident that the student was the focus of concern. Inadequacies in the system were thought to be reflected in some students' inability to take charge of their lives or conduct themselves independently after graduation. The universities, for example, commented that many students are unable to analyze material and express their own ideas in university classes. The business community expressed concern about graduates not having the right attitudes and social skills to conduct themselves in the work place. The system, then, does not seem to be equipping some students to cope with life beyond high school.

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In addition to those concerns affecting graduates' functioning in the world today, was the view that schools might not be providing an education necessary for functioning in the future. At present there does not appear to be agreement in Saskatchewan on what direction education should take in preparing students to live in a changing world. The last statement of educational goals was developed in 1963, and that statement does not seem to be functioning as a direction-giving guide for boards or teachers. The problem is, in part, the lack of clear definition of what skills students should be acquiring in schools. If those skills were defined within a goals statement, boards and teachers could plan and instruct accordingly. The Department of Education would be in a position to write program policy and develop curricula to reflect the goals, and the entire system would be generally more unified. Students would graduate from school better able to function in a complex society.

There are many aspects of the education process. Although the success of a system is dependent upon the parts working together as a whole, the Curriculum and Instruction Review chose to examine a number of aspects individually. What the Committee learned about education in Saskatchewan can be examined under the following headings: curriculum content, instruction, school environment, library resources, support services, teacher inservice, and leadership. Concerns around these areas were examined in depth by the Committee, and form the basis for its recommendations and proposed plan of action.

Curriculum Content

Curriculum content was an area of major concern. Through the public involvement component, the

Committee learned that teachers, parents, administrators, and the students themselves have concerns about what exactly is learned in schools. Many of the concerns were in the form of requests for additional content and covered a broad range of topics. Among the most commonly mentioned were computer education, career education, second language instruction, and vocational education. Basic language and mathematical skills are seen to be of the utmost importance, but additional skills are now thought to be necessary to a basic education.

Along with concerns from interest groups for additional courses, the Committee heard concerns from teachers about the "add-on" approach to curriculum. Teachers in the province are concerned that simply adding more and more courses to the basic curriculum will result in little time being available to teach anything well.

This "add-on" approach to curriculum is of particular concern in rural areas. Because of low enrolments, some rural schools find it difficult to offer a wide variety of elective courses. It is inadvisable, then, for necessary skills to be taught through program additions or elective courses.

Another concern expressed by both parents and teachers is that the current Division I and II curricula are too heavy and attempt to cover too much ground. Teachers complained that they can't possibly get through all the material, and parents complained that their children are expected to do homework at too young an age. Some parents told the Curriculum and Instruction Review that the kindergarten program is not challenging enough.

Teachers frequently pointed to curriculum development and curriculum guides as sources of concern. The development of new curricula appears to be a slow process, and teachers feel that they are not given enough opportunity to react to proposed curricula. Teachers do not have time to develop their own curricula, and therefore want practical guides with sufficient suggestions for instruction. They are concerned that not enough attention is paid to what is known about child development in the preparation of curricula.

Appropriateness of material was presented to the Committee as an area of concern. Many parents and teachers pointed out that Canadian and Saskatchewan content is lacking in both curricula and resource materials.

Appropriateness or relevance of curriculum appears

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to be a factor for those students who do not complete grade 12. The dropout rate in Saskatchewan is in the area of 30%, and among Indian/Native students in the province it is much higher. Although there are a variety of reasons for students leaving school before graduating, it must be considered that the current system is too narrow in scope to offer those students what they need.

In the case of Indian/Native students, course content offers little that relates to their history, language, or way of life. At public meetings, Indian/Native people stated that current curricula are lacking in both Indian/Native heritage material and historical material integrated into the whole curriculum. Native language instruction is not readily available, nor is Indian/Native studies available as a high school elective. Indian/Native people are concerned that prejudice and racism are not dealt with in current curricula, and that resource materials now contain stereotypes.

Futurists suggest that, although the basics will continue to be important, other skills such as critical thinking and problem-solving will assume increasing importance.

Because the Curriculum and Instruction Review Committee was concerned with curriculum for the future, it attempted to determine the adequacy of Saskatchewan's current curriculum in meeting possible future needs. The best way to approach this seemed to involve examining the concept of basic skills. Saskatchewan has, primarily, a basic program which prepares students for university entrance. The skills taught are the traditional skills of language and computation. Futurists suggest that, although these basics will continue to be important, other skills such as critical thinking and problem-solving will assume increasing importance. They also suggest that the basic characteristics of education should undergo changes. Education for the year 2000 should:

- be seen as a continuing life-long pursuit
- develop coping and problem-solving capabilities
- be a co-operative venture among the school, home, and community
- be based on flexibility of instruction
- extend current notions of career education
- encourage participation in making decisions that affect self and others
- develop a sense of world-wide community.

In this light and in light of comments coming from the public, the Committee concluded that

Saskatchewan's basic curriculum is not completely adequate.

Instruction

A number of concerns were expressed about the actual delivery of the curriculum to the students. During public meetings, the question was frequently asked, "What has happened to continuous progress?" Teachers commented that continuous progress is good in theory but that in practice it is not working. It appears that the concept as developed in 1963 has never been fully implemented in Saskatchewan schools. Even the Division System as a means of pacing students has not been effectively implemented. The terms "pass" and "fail" are prevalent in many schools, and grade names are still used as a means of referring to a student's placement in the system.

This does not indicate, however, that continuous progress has not impacted upon the system. Since 1963, the system has moved a long way toward individualizing instruction. Teachers have attempted to adjust the degrees of difficulty and vary instructional strategies to meet the needs of their students.

Support for individualized instruction and continuous progress is still present. Briefs submitted to the Curriculum and Instruction Review from parents and teacher groups emphasized the need to provide education which is suited to the individual needs of students. There were numerous comments made at public meetings about minority groups with special needs and about the adjusting of programs for gifted and slow-learning children. Comments about the importance of a low pupil-teacher ratio were frequent, and a high pupil-teacher ratio was linked with difficulties in individualizing instruction.

Agreement, then, on the importance of attending to the learners' individual needs appeared to be present, as was a belief in the philosophy of continuous progress. The problem remains that our system has not gone far enough in facilitating that individualization.

School Environment

Many of the concerns expressed to the Committee by parents were in the area of school environment. There appears to be widespread dissatisfaction that the school system, particularly as it relates to high school, has become too impersonal. There is a fear that schools are becoming too dehumanized, and that children are being deprived of a warm, loving

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environment at too early an age. Parents told the Committee that junior high school students and grade nine students in secondary schools are treated much the same way as older high school students, when in fact they should still be in a less pressured environment.

Relationships between student, teacher, home, and school were seen to be of the utmost importance and in need of improvement. Parents want to feel welcome and at home in their children's schools, and many expressed a desire to become more involved in the schools.

In addition to hearing concerns from the public, the Curriculum and Instruction Review Committee undertook to investigate school environment. A number of principals, superintendents, directors, students, and teachers were asked to give their thoughts on school environment to the Committee. Reactions ranged from comments on relationships and attitudes to the physical facilities of the school. The Committee concluded that there was some understanding of the aspects of school environment in the province, but that few respondents displayed an awareness of all aspects, or of the role that school environment plays in the education of children. Although time and resources did not allow the Committee to gather data from a large enough sample to generalize to all Saskatchewan schools, the Committee did gain a sense of the perceptions of school environment in Saskatchewan.

Resource Centre Services

Support for improving resource centre services in the province appears to be unanimous among those involved with education. Teachers told the Curriculum and Instruction Review that resource materials accompanying curricula are inadequate. Teachers particularly mentioned new curricula, stating that resource materials are not readily available to support new curriculum content. Throughout the public meetings, and in answering the questionnaire, parents and educators alike told the Review of the need for improvement in school libraries, mentioning the lack of both resources and trained personnel.

The Committee set out specifically to investigate the present state of learning resource centres in the province. The range and level of resource centre services available in Saskatchewan schools were described and assessed. Despite the relatively long history of school libraries in our province, the data indicated that an adequate level of learning resource

centre services is not presently found in Saskatchewan.

Inadequate staffing is the most crucial problem, with the result that the selection of appropriate resources is haphazard, limited, and inadequate. Programs which should ensure efficient delivery are minimal. The lack of adequate physical facilities limits use, as does the lack of staff.

Access to learning resource centres is often limited, and there is little opportunity for students to experience learning through audio or visual media, or to gain skills in viewing or listening. The whole idea of resource-based learning is not generally accepted. Inservice opportunities are minimal, as are consultant services, information on the selection of resources, and programming ideas. Few schools have access to services at a division or regional level. No provincial policy directs development, and there is no provincial resource centre consultant to provide direction or support. Clearly, the province's learning resource centres are in need of major upgrading.

Support Services

There are four categories of services which support school activities. Social services refers to services such as guidance and psychological services, school social work services, and services for physically handicapped children. These services are provided by various agencies within and outside the school. Community resources support the school program by providing additional enrichment through cultural, civic, and recreational activities. Parental support ranges from parents volunteering to act as resource personnel, teacher aides, and chaperones, to parents being involved in decision-making around school issues. Professional support services refers to those services provided to schools by boards of education or the Department of Education. Professional support services are aimed at improving policies and procedures, providing resources and inservice education, and providing opportunity for curriculum development and professional growth.

In Saskatchewan, the school's role in the providing of support services has never been defined. Teachers are dissatisfied with the present situation, where there is confusion about what responsibility belongs to whom. Parents are frustrated when they are not involved at the decision-making level.

All four types of support services are in need of organization and co-ordination. However, the area that posed the biggest problem for teachers was that

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of social support services. When children come to school with needs which impede learning, teachers have little recourse but to attend to those needs. Without support services, the task is prohibitive.

There is currently no one person or agency who works with parents and providers of services to see that all needs of a child are met, and to ensure that services are not overlapping or working at cross-purposes. Perhaps the most important observation that the Committee made was that, unless these services are co-ordinated at the local level, and unless people are involved in decision-making, the services will probably not be of benefit to those who need them.

Inservice Education

Inservice education refers to all those activities engaged in by educators that provide for continued renewal, growth, and development. A number of concerns were raised about the inservice education activities that are provided for teachers. Although many positive features of current practices were identified, three specific issues were seen to be in need of improvement.

Historically, inservice workshops have been little more than a series of "one shot" bursts, often unrelated to the real needs of teachers, the school or the division. It appears that the current structures in place provide for little teacher involvement, and inservice education is something that is planned and done for teachers rather than by them. The responsibility for inservice education seems to lie with the administration, and ideas for inservice topics often come from outside of the school.

Parents and board of education members expressed concerns about the value of inservice education. There appears to be a great deal of confusion as to what inservice education activities are all about and how they improve teaching and schools. The inefficient use of resources, both time and money, was raised on a number of occasions.

A further area of concern relates to the lack of a planned approach to inservice education. All the educational organizations, including the universities, the Department of Education, the Saskatchewan Teachers' Federation, and the Saskatchewan School Trustees Association, are involved in providing inservice education activities for teachers. Although previous attempts have been made at co-ordinating the efforts of these groups, inservice education continues to proceed in an unorganized fashion. Lack

It appears that the current structures in place provide for little teacher involvement, and inservice education is something that is planned and done for teachers rather than by them.

of articulation and communication have resulted in groups working on similar projects in isolation while other areas are never addressed, leaving gaps in the overall program.

Leadership

Although the Committee did not deliberately seek out specific information about the quality of educational leadership in Saskatchewan, virtually all of the Committee processes indicated strong leadership was a crucial issue.

Problems that exist in our educational system can be linked, at least in part, with inadequate leadership. The question of clearly defined roles and responsibilities is related to leadership. The ability of administrators to reflect the aspirations of teachers and students is a question of leadership. Perhaps the biggest problems found by the Committee on this issue were the lack of recognition of its importance and the lack of knowledge surrounding leadership skills.

Improved leadership was identified as a need at all levels of the system, and was associated with almost all areas of activity.

The Committee detected concern that leaders need to be more collaborative in setting direction and policies. Respondents to the questionnaire told the Committee that too little use is made of community resources and that parents have too little say about what happens in schools.

Interestingly, improved leadership was identified as a need at all levels of the system, and was associated with almost all areas of activity. Of particular note was the concern that leaders throughout the system, and particularly at the school level, do not give enough attention to the instructional program and to parental and community involvement in the school.

The Curriculum and Instruction Review covered a wide range of topics. The Committee could not respond in isolation to every question raised, but the detailed concerns were an essential component of the Review. Through amassing the amount of material that it did, the Committee was able to get a clear idea of where the inadequacies lie and what the major issues are in Saskatchewan education. Once the Committee understood the situation clearly, it was in a position to respond to the gaps in an attempt to keep education in step with the needs of students.

CHAPTER TWO

The Committee's Response

The Curriculum and Instruction Review Committee represented a cross-section of opinion in the province. Committee members approached issues from a variety of backgrounds and did not always readily agree. However, throughout the two years of the Review, the Committee based its decisions upon a number of underlying principles or beliefs. These principles were held by all Committee members and support the vision for the future of Saskatchewan education.

All children in Saskatchewan, regardless of the size of their school or their geographic location, have the right to a broad general education.

The Committee felt strongly that the most efficient way to effect change is to build upon the past. Impact of the Review, it was felt, would be lessened if radical changes were advocated. In addition, the Committee unanimously agreed that decision-making should be a responsibility shared by all those involved with education.

The Committee was particularly interested in establishing mechanisms or processes whereby the system could become self-renewing. Wherever possible, the Committee chose to concentrate on developing an efficient process rather than addressing, in "band aid" fashion, a symptom of a larger issue. For example, when the Committee was confronted with the problem of an outdated or unsatisfactory curriculum, it concentrated on devising a new curriculum development model rather than rewriting the curriculum in question. The new model is intended to ensure that all curricula are appropriately planned, evaluated, and revised. In this way, the larger problem was addressed and a means of preventing problems proposed. Instituting such ongoing mechanisms will minimize the need for major changes in the future. When assessment is continuous, changes are made as they are needed.

The Committee based its decisions on a number of principles related to the role of the school and the educational rights of children. To begin with, the Committee agreed that all children in Saskatchewan, regardless of the size of their school or their geographic location, have the right to a broad,

general education. The school should strive to remove whatever barriers exist between a child and success in obtaining that education. Many of the changes proposed by the Committee were designed to make it easier for the school to attend to the needs of individual learners. In addition, the Committee agreed that each child in Saskatchewan has the right to instruction within a learning environment which provides warmth and support. It is essential that each child in a classroom be recognized and respected as an individual.

The Committee was guided by beliefs about the general education which should be provided for all students. There was consensus that basic mathematics and language skills should continue to be essential components of education. However, the Committee saw the need to extend the concept of what is basic to include additional skills necessary for existence in a complex, pluralistic society. The Committee felt that a quality education should provide students with the skills to act independently and responsibly in taking charge of their own lives.

The Curriculum and Instruction Review Committee responded to the problems it faced in a number of ways. It formulated new educational goals for the province, prepared a new program policy framework, and established a new method of developing curricula. In addition, the Committee directly addressed the broad issues of curriculum content, instruction, school environment, resource centre services, support services, inservice education, and educational leadership. Each of the Committee's decisions was intended to make the system more efficient in meeting the current educational needs of the province's students and in preparing them to live productive lives in the future.

The Committee saw, as one of its first tasks, the need to prepare a new set of educational goals. Besides defining the range of skills students are to develop, the goals provide direction for education in the province. A new set of goals was seen to be essential to the formulating of program policy and the addressing of educational issues.

The Committee went through a number of steps in the preparation of the goal statements. Guidelines were established, a large number of possible statements were examined, and the set of goals was written, reviewed, and revised. The Committee intended that the goals be reflected in provincial policy, and that they be adapted at the local level to meet local needs. In keeping with its concern for the

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individual, the Committee chose to present the goals with the focus on the student.

Goals of Education in Saskatchewan — 1984

The goals of education recognize the inherent worth and value of each individual. Education, then, should develop the potential of each person to the fullest extent. It should also enhance the ability of each individual to cope effectively in a changing physical, economic, and social environment.

The attainment of these goals is a shared responsibility. The school, the home, the church, and the community all play roles in the educating of a child.

The following set of goal statements describes the characteristics of an educated person.

BASIC SKILLS

1. Reads, writes, and computes
2. Acquires information and meaning through observing, listening, reading, and experiencing
3. Processes information through intellectual and technological means
4. Applies basic principles, concepts, problem-solving strategies and processes of the sciences, arts and humanities to understand, interpret and function in the world
5. Communicates ideas through written and spoken language, mathematical symbols, and aesthetic expression.

LIFE-LONG LEARNING

1. Seeks and values learning experiences
2. Acts as a self-reliant learner, capable of autonomous learning
3. Makes choices and decisions on the knowledge that it is necessary to learn throughout life.

UNDERSTANDING AND RELATING TO OTHERS

1. Makes decisions and actions on the recognition that people differ in their values, behaviour, and life styles
2. Acts on the belief that each individual has value as a human being and should be respected as a worthwhile person
3. Recognizes and acts constructively with others who are different in race, religion, social class, or sexual orientation.

SELF-CONCEPT DEVELOPMENT

1. Functions self in a positive way
2. Appreciates own abilities, potential, and limitations
3. Assumes rationally the reactions of others
4. Functions oneself with confidence and a sense of security and well-being

POSITIVE LIFE STYLE

1. Practices appropriate personal hygiene, maintains a nutritionally balanced diet, and engages in sufficient physical activity to maintain personal health
2. Avoids harmful use of alcohol and other drugs
3. Cultivates interests that may be the basis for personal development and leisure pursuits
4. Performs daily activities in a manner that preserves a safe and healthful community
5. Respects and seeks to enhance the environment
6. Appreciates and enjoys beauty in its many natural and constructed forms
7. Expresses self creatively

SPIRITUAL DEVELOPMENT

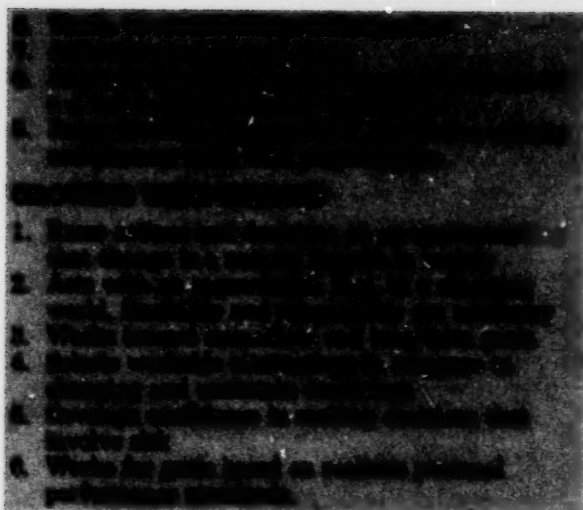
1. Cultivates a sense of the purpose, worth, and meaning of human existence
2. Respects and values family, religion, and culture in a pluralistic society
3. Grows in the knowledge of God and develops a sense of responsibility toward others

CAREER AND CONSUMER DECISIONS

1. Develops an awareness of career opportunities
2. Assesses and develops interests and abilities in relation to vocational opportunities
3. Adapts to shifts in employment patterns and technology
4. Makes informed consumer decisions

MEMBERSHIP IN SOCIETY

1. Assumes responsibility for own decisions and actions
2. Works with others to achieve individual and group goals
3. Participates in the democratic process of government and in the search for citizenship, justice, and equality for all members of society
4. Assesses and responds to the needs of others
5. Participates in the development of a global perspective
6. Participates in the development of a global perspective



The goal statements gave direction to the Curriculum and Instruction Review. They gave focus to the program policy framework, and provided the basis for other Committee decisions. The Committee believes the goals will provide direction for the improvement and renewal of education in Saskatchewan.

A Framework for Program Policy

Policy, in itself, is not change. Although educational growth does require leadership and direction, change will not occur automatically on the heels of policy change. The Curriculum and Instruction Review sought to present a policy framework that would facilitate, rather than stand in the way of, change. Several factors must be kept in mind if this is to be realized.

To begin with, change takes time. To act as an effective guide, policy must also be developed over a period of time. Input is needed from those affected by proposed changes, and details must be carefully planned, modified, and measured against such criteria as feasibility and acceptability.

Secondly, it is essential that policy encourage creative initiative at the local level. It must, then, be written in such a way that the details provide guidelines for, rather than barriers to, successful implementation.

The Review Committee prepared a policy

framework. The framework is intended to describe the structure of a system of education that meets the needs of Saskatchewan children, yet is not so detailed that there is no room for input by those who are affected by educational policy.

There is much work remaining on the development of a new program policy for Saskatchewan schools. The Committee felt that the framework should provide only the essential components of its proposed changes. The details must be decided upon through a process of collaborative decision-making if the policy is to truly effect educational change.

CONTINUOUS PROGRESS

Program policy concerning the concept of continuous progress was written in 1963. The Committee supports the continued growth of this concept, and sees the need for further refinement.

The concept of continuous progress can be looked at in two ways. On the one hand, it refers to the way a child progresses through the school system. In 1963, it was proposed that programs be designed to allow a child to move through the system at his or her own rate. The Division System, with its units of work and adjusted programs, was designed as a mechanism by which this could occur.

On the other hand, continuous progress is a concept which reflects the importance of individual rates of learning and the provision of learning activities which are appropriate to the child's developmental level.

The Curriculum and Instruction Review Committee reaffirms the importance of the basic concept of continuous progress. When attempting to provide for the needs of the individual learner, the Committee felt it would be counterproductive to turn away from such an appropriate concept. The Committee did not, however, see the Division System functioning as a mechanism for developing programs or advancing students through the system. Rather, attention must be given to the ways by which individual needs can be met and by which teachers can best be assisted in meeting those needs.

K-12 CONTINUUM

It is proposed that the sequence of courses of study, particularly in the core areas, be organized in a continuum consisting of kindergarten and grades 1 to 12. Based upon what is known about child growth and development, it is proposed that the grouping of grades be kindergarten, elementary (grades 1 to 5),

Attention must be given to the ways by which individual needs can be met and by which teachers can best be assisted in meeting those needs.

middle (grades 6 to 9), and secondary (grades 10 to 12). School personnel and curriculum developers must understand the differences between the groups, while keeping in mind that children mature at different rates. Grades 5 and 9 are to be regarded as transitional years, and teachers should be provided with information on how the transitional nature of those grades affects the delivery of curriculum.

The continuum of learning is based upon recognized differences in learning rates. Remediation and enrichment, therefore, are essential in order that students have learning experiences appropriate to their needs and developmental levels. Failure as the total repetition of a complete year of work is not in keeping with the proposed goals of education.

BASIC SKILLS

At present, Saskatchewan's curriculum is academic in content. The basic skills that it stresses are the traditional mathematical and language skills. Although the simplicity of an education stressing only language and mathematical skills is attractive, the Committee felt the attractiveness is marred by the realization that such an education might better prepare students for the past than the future. The Committee in no way desired to lessen the importance placed upon academic skills, but it did wish to provide students with a broader and more sophisticated range of capabilities. As one of its key actions, the Committee chose to propose an expansion in the concept of basic skills.

In order that graduates be prepared to manage themselves effectively in an increasingly complex world, the Committee anticipated that students will require a variety of ways to perceive their world. The core area of studies should continue to encompass mathematics and language arts, but should also include the fine arts, physical education and the social and natural sciences. Sensory, psychomotor, and social skills will develop, then, as the student acquires a general literacy.

The Committee also concluded that the definition of basic skills should include higher-order thinking skills: the ability to anticipate and predict; the ability to acquire, apply and communicate information; and, perhaps most importantly, the skills of analyzing information, developing hypotheses, and probing alternatives in the mastery of problem-solving strategies.

The Committee is confident that an expanded repertoire of basic skills will better prepare students

Although the simplicity of an education stressing only language and mathematical skills is attractive, the Committee felt the attractiveness is marred by the realization that such an education might better prepare students for the past than the future.

to function in the world, and better prepare them for a variety of post secondary options.

COMPULSORY CORE AND ELECTIVE COURSES

The Committee was aware that this expanded concept of basic skills requires a change in the definition of core areas of the curriculum and an adjustment of the current balance between the core and elective courses of study.

The Committee foresaw the development of a compulsory core curriculum flowing from kindergarten through grade 12. It should encompass all basic skills and could be taught in all schools and classrooms in Saskatchewan. The Committee proposed that the core curriculum include six subject areas: language arts, mathematics, aesthetic education, physical education, science, and social studies. Those six subject areas were chosen as areas which reflect the skills and knowledge described in the goals of education. Although the Committee did not attempt to determine specific content details within the subject areas, it stressed that content should be relevant and of value to all students regardless of career choice.

The Committee proposed that elementary level elective courses of study be available for use at the discretion of the board. At the middle and secondary levels, all students should take elective courses. The Committee anticipated that the amount of time spent on electives would increase as the student progressed through the system. As a result, there would be an increased need for guidance and counselling, particularly for students moving from the middle years into high school.

The Committee saw the importance of enabling boards of education to modify and develop appropriate elective courses. A local geography or history module, for example, could be developed in an area where there is demand. However, the Committee did see as essential to the framework, a wide range of centrally-developed electives. A variety of ways of delivering elective courses should be used, ranging from traditional mail-out of correspondence courses to, Telidon and interactive television.

The adoption of a core program supplemented by elective courses is consistent with the Committee's desire to facilitate creative decision-making at the local level. A variety of ways of implementing a core program are possible. The core, for example, is

adaptable to total integration of subject areas. Although the Committee did not see the core existing only as an integrated unit, it supported that as a preferred alternative. The Committee saw such options as one teacher instructing all core courses, or a teacher instructing a core English class, for example, and a number of supplementary English electives. In such a situation, students would be taught basic skills in the core class, and opt for appropriate electives which could range from remediation to university entrance.

The core was conceived in order to ensure literacy. The literacy envisioned by the Committee is independent of specific occupational choices and can be seen to develop the broad range of capabilities necessary for contemporary living.

ALTERNATIVE PROGRAMS

Although the proposed policy framework was intended to enable boards of education to better meet the needs of their students, the Committee recognized that alternative programs will be necessary at times to meet the unique needs of an individual or group of students. The Department of Education and school divisions should work co-operatively to develop alternatives where appropriate.

In order to facilitate alternative program development, it is essential that there be a mechanism by which experimental and demonstration schools can be established. Successful innovations should be given high profile, and a means of diffusing effective programs and instructional strategies throughout the province should be made available. Experimentation in programming will enable boards of education to overcome barriers which come between a child and a grade 12 education.

The Curriculum Development Model

As its next task in responding to the findings about education in the province, the Committee prepared a new curriculum development model. It was felt that many of the concerns about program content could be dealt with if a more efficient method of planning were in place. Input from school divisions was seen to be of the utmost importance in curriculum development.

A sub-project was organized to examine curriculum

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development processes. Its mandate was to identify the processes related to program development and to explore and clarify current thinking about roles and responsibilities for program development at the provincial and local levels.

The model that emerged as the proposed curriculum development model for Saskatchewan contains four functions: program evaluation, program design, program implementation, and program maintenance. The four are interdependent and cyclical; one stage provides the impetus for the next.

PROGRAM EVALUATION

Program evaluation involves the collection of relevant information for decision-making about the design or implementation of courses of study.

Information about the program should be the starting point for all curriculum development.

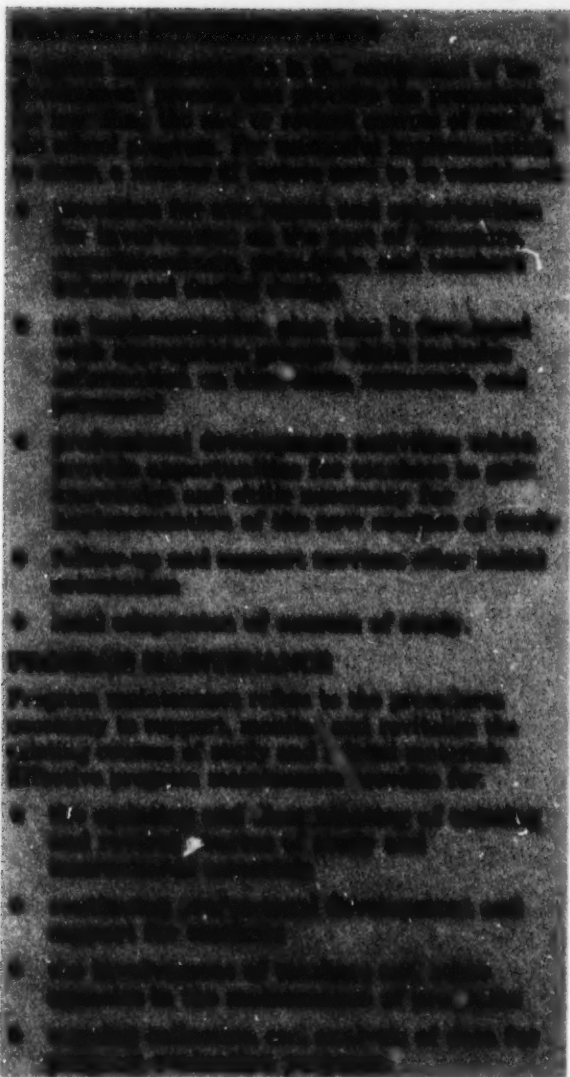
Without program evaluation:

- relevant information is not available for gathering information regarding institutional purposes and courses of study
- relevant information is not available for decision-making regarding program development
- program design is not possible
- program implementation is not possible
- program maintenance is not possible

PROGRAM DESIGN

Program design is the process of developing relevant information for a particular course of study.

- Without program design, the program is not relevant to the needs of the province.
- Without program design, the program is not relevant to the needs of the community.
- Without program design, the program is not relevant to the needs of the individual.
- Without program design, the program is not relevant to the needs of the future.



One of the major features of the proposed model is the increased involvement of educators at all levels of program development. Responsibilities of individuals and organizations are described for each function of the process.

The model provides for ongoing reviews and assessments of courses of study. Use of the model will ensure that curriculum guides are continuously updated so that they remain current and appropriate. With the model in use, the chance of a course of study not being revised for a long period of time would be remote.

Content

The Committee is confident that the new set of goals, the new program policy, and the curriculum development model will address many concerns about curriculum content. However, the Committee did choose to address directly some aspects which seemed to demand particular attention.

The Committee reaffirmed the importance of acquiring the basic academic skills of language and mathematics. It also recognized the need for a structure that responds to the requests for additional and locally appropriate course content. At the same time, the Committee recognized the concern of teachers regarding the "add-on" approach to course content. The Committee felt that a basic core program supplemented by elective courses would best meet these demands.

The problem that rural areas have with offering a wide variety of electives was a primary consideration. The core program will respond to the problem by ensuring that essential skills are taught to all students. The proposed curriculum development model will provide guidance for the development of appropriate elective courses, both locally and provincially. Updating of delivery mechanisms will make it possible for small schools to offer a wide variety of electives.

The curriculum development model provides guidance for basing curricula on the principles of child development. This model, with its provision for field-testing and evaluation of new curricula, will prevent the problem of course material being either too demanding or not challenging enough for the majority of students. It will also encourage the creation of practical curriculum guides, and shorten the length of time taken for their development.

Secondary school dropouts have indicated that one of the reasons they leave school is the lack of connection between what is learned in school and what is needed by them to function beyond school. Complaints were also heard about the irrelevance of the basic academic program for students who are not planning to go to university. The Committee sees the development of the basic core as a response to this problem. The core program should be designed to teach a range of skills which students will require to function capably beyond grade 12. Course material must be relevant to a variety of life styles and career choices. The provision of alternative programs is also a response to the problem of relevance of program

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and allows boards of education to develop such alternatives as work programs and a variety of vocational programs as needed.

The development of a basic core and the provision for alternatives are also intended to respond to the needs of Indian/Native and Northern students in the province. In addition, the Committee proposed that the Native Curriculum Review Committee continue as an advisory body, and that Indian/Native people be represented on the Program Policy Committee. The Committee also saw the following as ways to ensure the development of appropriate course content for Indian/Native and Northern students:

- development of an Indian/Native studies elective course for use at the secondary level
- continued development of Native language materials and the continued expansion of Native languages in Saskatchewan schools
- inclusion of Native-oriented materials in the mathematics and science areas
- inclusion of the issues of discrimination, prejudice, and race relations into the curriculum at the grade 8 level or before
- the examination of present curricula and resource materials for the presence of stereotypes.

The Committee felt that Saskatchewan and Canadian content in general should be given special attention in the development of curriculum.

Determining the scope and sequence of the curriculum is a complex aspect of any educational system. The Committee is confident that clear goals and program policies, along with local involvement in the planning and evaluation of course content, will result in an improved provincial curriculum.

Instruction

Growth of the concept of continuous progress is fundamental to many of the changes proposed by the Committee. The growth of the concept is very closely tied to the goals and policy framework, which reflect the knowledge that children develop at different rates and learn in a variety of ways. However, the key to successful implementation of continuous progress lies in classroom instruction, or the way the program is delivered. The concept will not expand in Saskatchewan classrooms unless

teachers have access to current knowledge and are provided with adequate support.

Instruction refers to the actions taken to encourage and help students reach curriculum objectives. It can be examined in four stages: creating a climate for learning, planning for delivery, delivery of instruction, and evaluation. All four stages are relevant when adjusting instruction to meet the needs of individual learners.

A teacher must build a climate that encourages learning. Climate refers not only to the physical facilities and organization of the classroom, but also to interpersonal communications and the classroom management techniques that are employed. The combination of these elements can create an environment where students are motivated and encouraged to learn in a variety of ways.

The importance of instructional planning cannot be overemphasized. Well-defined objectives that state what the learner will be able to do as a result of classroom activities should guide the delivery of instruction. Content and skills must be identified, materials and strategies selected, and evaluation procedures chosen.

Students learn in a variety of ways. When instruction is matched to the demands of content and to the needs of the child, learning can be expected to increase. Teachers, therefore, need to be equipped with a wide range of presentation skills and attention must be given to a greater variety of learning experiences in the classroom.

Effective evaluation is essential if teachers are to respond to the needs of their students. Student performance, teaching practices, program, and classroom climate all need to be assessed on an ongoing basis for the continuous improvement of instruction. Skills in observation, data collection and analysis, and decision-making are needed for effective evaluation.

What is known about instruction is continually being updated. In addition, the growth of the concept of continuous progress places new demands upon the teacher. The role of the teacher is changing from disseminator of knowledge to facilitator of learning, and this changing role should be acknowledged. Teachers must be given adequate support to enable them to enhance their capabilities and meet the challenge of teaching for the future.

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School Environment

The Curriculum and Instruction Review Committee was clearly told that parents want a more personalized atmosphere in their children's schools. Through its investigations, the Committee learned that personalization is a part of what is called a school's environment. The whole topic of school environment is one that is well worth investigating, as it plays an important role in determining effectiveness or productivity, as well as satisfaction of both staff and students.

A healthy school environment is characterized by the presence of such things as trust, respect, satisfaction, creativity, warmth, caring and support, high morale, and a high degree of student and teacher involvement.

While the concept of environment has been defined in many ways, there is general agreement that it refers to the feeling or spirit that pervades the school. It has been described as the school's personality. Two components of school environment are commonly discussed: the physical facilities, and the human relationships. The Committee chose to focus on the personal and social relationships that exist in schools.

A healthy school environment is characterized by the presence of such things as trust, respect, satisfaction, creativity, warmth, caring and support, high morale, and a high degree of student and teacher involvement. On the other hand, a school climate that is not healthy is characterized by a number of indicators: job dissatisfaction, alienation, lack of creativity and innovation, and frustration.

A number of factors that influence school environment can be identified. A common set of goals that provides direction for the school is important in establishing a healthy environment. The goals must be shared and supported by parents and the community. Clear procedures for decision-making, problem-solving, and conflict resolution all contribute to a healthy climate, as does a leader who provides for participation, input, and involvement. The extent to which information is shared among teachers as well as other groups affiliated with the school affects the quality of communications. An attitude or spirit of inquiry contributes to the professional development component of a school environment. People seek alternatives and are open to change. In a school with a healthy climate, everyone is striving to learn and improve.

School environment is a topic that merits more attention. The Committee felt that the Department of Education should initiate a program to improve school environment in Saskatchewan schools. A package adaptable to local needs could assist staffs

in identifying characteristics of healthy environments and assessing their own school environments. The Committee felt that it could respond to many of the concerns parents expressed, particularly those related to personalization of learning, by attending to school environment.

Resource Centre Services

In the past, school libraries have been viewed as places to store books. However, a learning resource centre in a school can offer much more. The role of the learning resource centre is to provide access to a wide variety of resources that are chosen to support the curriculum and meet the individual needs of staff and students. In addition, the learning resource centre provides programs and services that ensure the effective use of those resources and thus improve the quality of education in the school. In order for these services to be effective, each school should have an active, professionally staffed learning resource centre.

The level of resource centre services can be classified as minimum, good, or excellent, depending on a number of factors: staff; facilities; collection; funding; management; degree of divisional, regional, and provincial support; and program. The stage of development of a school's learning resource centre will determine the need for staff, resources, and physical facilities. As a school moves from a minimum level of service to a program of full learning resource centre services, the need for a higher level of financial support becomes necessary. At present, the level of service in Saskatchewan is below the minimum standard. It is obvious there is a need for commitment to the upgrading of learning resource centres in the province.

The Committee recognized the need for provincial policy and programs to address library resource services in Saskatchewan schools. The importance of the educational role played by learning resource centres must be recognized at the provincial level or it is unlikely that change will be initiated at the local level.

Professional staff is required at regional and divisional levels. A learning resource centre consultant in each regional office would reinforce the priority given by the Department of Education and provide professional guidance. Trained professional staff and clerical/technical personnel, facilities, resources, and budget are necessary at the

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divisional level to bring consultant services closer to the school, allowing for the meeting of needs unique to the division.

Commitment to the development of learning resource centre services requires administrative staff willing to meet a considerable challenge. It requires directors and principals who, together with the school staff, recognize the value of learning resource centre services in meeting the needs of students and staff. Goals and objectives must be met, priorities determined, and evaluation actively sought. Leadership through provincial, regional, and district policy must be present to direct and support local development.

Support Services

Providing services to children is a shared responsibility. With regard to all types of support services, the Committee saw the need to affirm the importance of involving parents, teachers, professionals, and the community in decision-making. Parents in particular want to become more involved in their children's education and can play a vital role in the functioning of the school.

There is clearly a need for the organization and co-ordination of all support services. The area most in need of co-ordination, however, is that of social support services. The school presently finds itself in the role of co-ordinator, and sometimes provider, of those services. Assuming this prohibitive task places undue pressure on classroom teachers.

The Curriculum and Instruction Review, in responding to the needs identified around the area of support services, would like to see provision made for the following:

- the reduction of time pressures on teachers
- the identification of existing support services
- the publicizing of existing support services
- the elimination of rural/urban differences in availability of support services
- the permitting of service workers to cross organizational boundaries in the delivery of support services
- the creation of support services needed by local communities.

Parental rights must be respected in the provision of social support services to children. A plan of action

A plan of action should be developed to involve parents and the community in decision-making about school support services. Co-ordination is required, for teachers cannot be expected to provide the necessary services themselves.

should be developed to encourage decision-making at the local level. Co-ordination is required, for teachers cannot be expected to provide the necessary services themselves, nor can they be expected to arrange for services. The Committee would like to see formal dialogue take place between the Departments of Health, Social Services, and Education, and steps taken to effectively organize a support structure. The Committee proposes that co-ordination of all support services take place at the school level, and sees the need for additional personnel.

Inservice Education

The Committee supports the concept of teachers as continuous learners, and confirms the vital role of inservice education as a means of enhancing the growth and development of educators. The Committee did suggest, however, that it is time for a new look at inservice education. There appears to be a need for three shifts in current practice: a shift in planning from sporadic and short-term to systematic and long-term; a shift in focus from the needs of individual teachers to a balance between individual and organizational needs; and a shift in orientation from isolated efforts to co-operative, co-ordinated efforts. In addition, the Committee urges that what is known about effective inservice education and about adults as learners be considered in order to maximize the efficiency of the resources now being expended.

There is a need for a more organized approach to inservice education. Systematic planning involves teachers, administrators, and boards in designing professional development plans and establishing planning procedures. Inservice education should be linked to long-term goals of individual teachers, school staffs, and systems.

Inservice education is the tool by which change is effected in individuals and organizations. Besides reflecting the needs of individuals, it must also be organized to achieve change and growth related to a common set of problems or concerns. This could be school-based, system-wide, or provincial. All levels of need merit recognition and have a place in long-term planning for inservice education.

The question of co-ordination of inservice education activities has recently resulted in the forming of a Saskatchewan organization made up of various providers of inservice education. A primary goal of that co-ordinating body is to establish an easily

The Committee supports the concept of teachers as continuous learners, and confirms the vital role of inservice education as a means of enhancing the growth and development of educators.

accessed inservice education clearing house to link needs with resources. A second task calls for a concerted effort to improve attitudes toward inservice education and to increase the effectiveness of current practices. The Committee endorses the efforts of this organization.

During the past two decades much has been learned about the factors that influence successful inservice education and bring about change among teachers and in schools. In some cases, structures for inservice education are in place and it is just a matter of linking resources with needs; in others, there is a need to build structures for professional and organizational change and growth. Knowledge available on adults as learners and on effective inservice also provides us with guidelines for improved practice. The Committee urges that action be taken to establish practices that are known to foster effective inservice. There is a need to begin thinking and acting in new and more productive ways.

Leadership

Effective leaders are able to guide a group of people in goal-setting, decision-making, and problem-solving.

As the Committee formulated its responses to issues in curriculum and instruction, it became evident that one of the most important issues was the need for improved leadership at all levels of the educational system in Saskatchewan. The wide variety of roles assigned to educational leaders has created confusion. In addition, the growth of the system of education is requiring leaders to possess a different range of skills from those required in the past. Those skills have not been adequately defined.

It is essential that those in leadership positions be aware of the role of an effective leader. The leader must be able to:

- maintain an environment that is conducive to working and learning
- organize to make full use of human and material resources
- facilitate community involvement
- develop assessment, evaluation, and supervision systems
- recognize the need for change when it becomes evident and effectively involve the educational community in planning to meet new needs.

Success depends upon the leader's ability to engage people in working together productively. In order to achieve this, leaders must possess certain skills. Effective leaders are able to guide groups of people in goal-setting, decision-making, and problem-solving. To successfully co-ordinate such collaboration requires training.

In order to encourage the development of strong leaders, specialized training programs are required at all levels of the system. Current programs do not reach all of those levels, and most do not deal with the full range of skills required by educational leaders. The Committee concluded that there is need for more systematic leadership training for boards, directors, principals, consultants, and supervisors. The programs should assist leaders in becoming skilled in collaborative planning, goal setting, change processes, and policy making.

The Committee sees the need for a clear statement of local and central responsibilities for schooling and a clear description of leader roles at each level. It is the Committee's view that role clarification and more training opportunities would help leaders become more effective.

Leaders play a particularly crucial role when it comes to implementing changes. The Committee recognized that the growth of the system of education itself is dependent upon the strength and skill of its leaders. In planning for the implementation of its recommendations, the Committee stressed that increased attention must be given to strengthening educational leadership in Saskatchewan.

The Committee recognized that the growth of the system of education itself is dependent upon the strength and skill of its leaders.

CHAPTER THREE

Action Recommendations

The Curriculum and Instruction Review Committee fulfilled its mandate of assessing the educational situation in Saskatchewan. It did not, however, see its work ending there. The Committee prepared a plan, including recommendations and directions for implementation.

In organizing its recommendations, the Committee was guided by what it hoped to accomplish:

- prepare students for the future,
- ensure quality education in *all* schools in Saskatchewan,
- better serve the needs of individual learners,
- attend to the unique needs of Northern and Indian/Native students,
- provide more efficient planning strategies,
- ensure effective leadership, and
- facilitate ongoing change and improvement in the educational system.

The Curriculum and Instruction Review Committee believes that, if schools are to better educate all Saskatchewan students, action must be taken to achieve all seven aspirations.

Better Prepare Students for the Future

Without a doubt, the future will require graduates to possess more than language and computational skills. To provide a framework for a broader education for Saskatchewan students, the Committee saw the need for a new set of educational goals and a new provincial program policy.

The proposed goals for education in Saskatchewan include an expanded definition of basic skills. In addition to the skills of acquiring, analyzing, applying, and communicating information, the Committee saw the importance of all students learning how to solve problems in a variety of ways. These skills can be achieved through studies in

language arts, mathematics, aesthetic education, physical education, and the natural and social sciences. Because these skills and abilities will be essential to a productive and satisfying life, they should appear in the school program as a clearly set out core of learnings which flows from kindergarten through grade 12.

This core is intended to move the school closer to ensuring that all students receive an education which is independent of specific occupational choices and which embraces a broad range of abilities including the life-long pursuit of learning.

THAT THE PROPOSED SET OF GOALS BE ADOPTED AS THE EDUCATIONAL GOALS FOR SASKATCHEWAN.

ACTION RECOMMENDATION 1

 The first step in the implementation of a new statement of goals of education is the formal adoption by the Minister of those goals outlined and recommended by the Committee.

 Goals-setting workshops are proposed as an effective means of adapting the goals to suit local needs. These workshops should deal with: understanding the new provincial goals, using provincial goals as a basis for developing local goals, developing goal-setting skills, and establishing structures for ongoing goal-setting. Time will be required to develop the workshop package, and this time can also be used to promote awareness of the new goals.

 Workshop leaders need to be trained as a necessary part of workshop planning.

THAT THE MINISTER FINALIZE A POLICY FOR KINDERGARTEN THROUGH GRADE 12 WITHIN THE PROPOSED POLICY FRAMEWORK, INCLUDING ADOPTION OF THE CONCEPT OF A K-12 CORE CURRICULUM

ACTION RECOMMENDATION 2

 Information about the guidelines for the development of new policy should be presented to educators in order to test and gain support for various components.

 A handbook should be developed for school boards detailing the administrative changes that should take place.

 Procedures should be established for increased communication between representatives of the

Department of Education and advanced education institutions regarding the articulation of programs, entrance requirements, and expectations for students.

 Resources must be made available for planning the core program. Concepts and skills should be defined for each of the core subject areas. Immediate action is required to redirect current curriculum development projects, and to begin new development in areas where none is currently underway.

 Following the preparation of the core curriculum, a plan must be developed that includes awareness, implementation, evaluation, and maintenance.

Ensure Quality Education in *all* Schools in Saskatchewan

Many people drew the attention of the Curriculum and Instruction Review Committee to their expectations for a high quality education. The Committee felt strongly that quality should be consistent throughout the province, and that steps should be taken to ease the difficulty some schools have in delivering programs and services to their students. Equality of opportunity is an expectation in this province, and the Committee attached great importance to ensuring that all schools have access to quality programs and services.

Certainly, quality of education is dependent upon quality of program. There are, however, support structures which directly affect what happens in the classroom. The Committee felt that improvements in resource centre services and school environments would enhance the quality of education in Saskatchewan.

ACTION RECOMMENDATION 3

THAT A VARIETY OF WAYS OF DELIVERING THE CORE CURRICULUM AND ELECTIVE COURSES BE MADE AVAILABLE TO SASKATCHEWAN SCHOOLS.

 Alternative delivery mechanisms such as correspondence courses, modular course structure, and shared services should be expanded.

 Other program delivery mechanisms that involve use of new technology should be developed.

 Planning assistance and information on alternative delivery mechanisms should be available to school divisions.

THAT A SCHOOL ENVIRONMENT IMPROVEMENT PROGRAM BE DEVELOPED FOR USE AT THE LOCAL LEVEL.

 An awareness program on school environment should be developed as a first step to beginning improvement in this area. The program should provide information on the components of school environment and the effects of school environment on learning.

 The Committee suggests that a package be prepared for use in assessing school environment and planning for improvement. The package should be available to schools upon request.

THAT A PROVINCIAL POLICY AND STANDARDS FOR RESOURCE CENTRE SERVICES BE FORMULATED, ALONG WITH A PLAN OF ACTION TO IMPROVE THE QUALITY OF RESOURCE CENTRE SERVICES IN THE PROVINCE.

 Development activity should be focused initially on raising the standards across the province to a minimum level of acceptability. The provincial policy should, however, outline a long-term plan aimed at achieving a good, and eventually an excellent level of service throughout the province. This plan should be developed in collaboration with trustees and teachers.

 A program of provincial, regional, and divisional resource centre services should be established in order to provide stimulus for growth and to provide the support necessary for effective implementation of services at the school level.

ACTION RECOMMENDATION

4

ACTION RECOMMENDATION

5

Better Serve the Needs of Individual Learners

The success of a system is related, in part, to its ability to respond to the aspirations of its students. It is true that the school system cannot be all things to all people. It should, however, do its utmost to respond to the educational needs of its students. Support for the concept of continuous progress is in keeping with this belief. The Committee proposes that action be taken in the areas of instruction and

evaluation to ensure the concept's presence in Saskatchewan classrooms.

The Curriculum and Instruction Review Committee was concerned with the individual's achievement of his or her potential. It is necessary, then, to recommend actions aimed at improving the school's ability to attend to the individual needs of its learners. This is fundamental if the Review is to have meaning for all students in the province.

**ACTION
RECOMMENDATION
6**

**THAT MAJOR EDUCATIONAL
ORGANIZATIONS IN THE PROVINCE BE
BROUGHT TOGETHER TO FORMULATE
GUIDELINES FOR EFFECTIVE
INSTRUCTION AND PLAN INSERVICE
EDUCATION PACKAGES ON
INSTRUCTION.**

 Initially, the various educational organizations should be brought together to:

- review the components of effective instruction
- identify existing programs that address effective instruction
- explore new approaches to the delivery of inservice education on effective instruction.

 Projects to address effective instruction should be designed and developed.

 Skill development packages should be made available to schools for a three year period. During that time, plans for continuing and updating inservice education on effective instruction should be formulated.

**ACTION
RECOMMENDATION
7**

**THAT THE MINISTER INITIATE A
REVIEW OF EVALUATION
PROCEDURES IN THE PROVINCE.**

 An interagency reference committee should be established to gather information, identify issues, and plan for future action. Areas to be addressed by this committee are:

- types of evaluation that aid teachers in making decisions about student achievement and needs
- teacher accreditation policies
- program evaluation procedures at all levels
- indicators of the educational system's ongoing effectiveness.

**THAT STEPS BE TAKEN TO IMPROVE
DELIVERY OF SUPPORT SERVICES
TO STUDENTS AND ENSURE THAT
SUCH SERVICES ARE CO-ORDINATED
AT THE LOCAL LEVEL.**

**ACTION
RECOMMENDATION
8**

 Upon release of this report, the Committee proposes that the Minister make a public statement affirming that, while parents have a primary responsibility to provide for the social needs of their children, the school cannot deny its role in providing for many of these needs.

 The Minister of Education should collaborate with the Ministers of Health and Social Services to establish mechanisms for the co-ordination of their services.

 A person or agency should be given the responsibility of co-ordinating services, Co-ordination should take place at the local level.

**THAT POLICY GUIDELINES BE
PREPARED FOR THE DEVELOPMENT
OF ALTERNATIVE PROGRAMS.**

**ACTION
RECOMMENDATION
9**

 Policy and guidelines that would enable schools to develop alternative programs when necessary should be developed and communicated to educators.

 Descriptions of innovative or experimental programs in Saskatchewan that have proven to be successful in meeting student needs should be collected and made accessible to educators.

**Attend to the unique needs
of Northern and
Indian/Native students**

Although the Curriculum and Instruction Review Committee sought to deal with general policy issues rather than specific content or interest group concerns, the issue of Northern and Indian/Native education was one area that required special attention. During the two years, the Committee received substantial evidence that these students are not achieving in schools and that their needs are not being met. Changes can be made that will help schools meet the unique needs of Northern and Indian/Native students.

**ACTION
RECOMMENDATION
10**

**THAT THE MINISTER INITIATE THE
FORMULATION OF POLICIES AND
PROCEDURES TO ENSURE THAT THE
UNIQUE NEEDS OF NORTHERN AND
INDIAN/NATIVE STUDENTS ARE MET.**



Indian/Native content should be integrated into the core curriculum. Supplementary material for existing courses of study should be developed.



Indian/Native studies and Native language courses should be developed and offered as electives at the secondary level.



Particular attention should be given to the education of Northern and Indian/Native children by developing appropriate courses, facilitating adjustments to school organization and the school year, and creating alternative ways of delivering instruction.



The acquisition, production, and circulation of instructional and professional development materials for use in the schools in Northern Saskatchewan should be undertaken by the Department of Education.



In order to ensure that attention is given to these curriculum concerns, the Department of Education should maintain the Native Curriculum Review Committee and provide for Indian/Native representation on the Program Policy Committee.

**Provide More Efficient
Planning Strategies**

The Curriculum and Instruction Review Committee gave a great deal of attention to the design of a curriculum development model which can be used to efficiently assess and revise existing courses of study and more effectively design new courses. The Committee was intent on instituting an ongoing process in order to speed the implementation of new curricula. The Committee also sought to involve people in educational planning and problem-solving at the local level.

**ACTION
RECOMMENDATION
11**

**THAT ALL FUNCTIONS OF
THE PROPOSED CURRICULUM
DEVELOPMENT MODEL BE
ADOPTED FOR IMMEDIATE USE**



A manual outlining procedures and guidelines for curriculum developers at the provincial and local levels should be prepared and distributed.

THAT ACTION BE TAKEN TO INCREASE THE EFFECTIVENESS OF INSERVICE EDUCATION IN THE PROVINCE.

 The Minister should endorse and support the newly formed inservice co-ordinating group.

 Any major inservice projects which require the co-ordination of a number of organizations should be referenced with this group.

THAT COLLABORATIVE PLANNING PROCEDURES BE DEVELOPED FOR USE AT THE SCHOOL DIVISION LEVEL.

 A reference committee composed of school trustees, administrators, teachers, parents, and Department staff should be convened to examine the range of alternatives available for school planning.

 Resource personnel should be identified and trained in planning procedures.

 These consultants and resource materials should be made available to school divisions in order to assist them with planning and problem-solving processes related to goals, curriculum, instruction, school environment, and parent involvement.

Ensure Effective Leadership

Although the Committee did not undertake a specific review of the quality of educational leadership in Saskatchewan, it had a twofold interest in the issue. It recognized that educators in the province want to see improvements in leadership. In addition, the Committee recognized that the impact of the entire Curriculum and Instruction Review would be dependent upon the quality of leadership in the province. It is, therefore, proposed that steps be taken to ensure the effectiveness of educational leadership.

THAT LEADERSHIP ROLES AND FUNCTIONS BE DEFINED, AND THAT SKILL TRAINING BE PROVIDED AT ALL LEVELS OF THE SYSTEM IN ORDER TO MEET CHANGING NEEDS.

 It is proposed that the Department of Education initiate discussion with educational organizations on leadership roles and training.

 The skills, knowledge, and attitudes that are characteristic of successful educational leaders need to be identified.

**ACTION
RECOMMENDATION
12**

**ACTION
RECOMMENDATION
13**

**ACTION
RECOMMENDATION
14**

 A comprehensive, long-term training program that provides for in-depth inservice education as well as on-site inservice sessions, must be developed. Current graduate programs for educational administration should also be reviewed and revised during this assessment and development period.

 A plan to put the various components of the program in place is required. Support and resources of many kinds will be needed to implement a major leadership program in this province.

Facilitate Change and Improvement in the Education System

The Curriculum and Instruction Review Committee proposed a number of changes intended to improve education in Saskatchewan. The Committee spent time examining the process of change and the variables which either facilitate or prevent change from taking place. It is essential that these variables be taken into account in the implementation of the Committee's plan of action.

ACTION RECOMMENDATION 15

THAT ALL THOSE INVOLVED WITH THE IMPLEMENTATION OF THIS REPORT ATTEND TO WHAT IS KNOWN ABOUT SUCCESSFUL CHANGE PROCEDURES.

 Educational leaders must be provided with the knowledge and skills needed to effectively bring about change.

 The objectives of the proposed changes and the responsibility for implementation must be clear and be accompanied by specific plans for action.

 Training and inservice education needs must be met through the provision of adequate human and material resources to school divisions and Department personnel.

 Dialogue, planning, and decision-making must involve those affected by a proposed change.

 Training, materials, expertise, and encouragement must be provided over an extended period of time in order to ensure that proposed changes take place.

**THAT THE MINISTER, WITH THE
DEPARTMENT OF EDUCATION,
ASSUME THE RESPONSIBILITY OF
PROVIDING LEADERSHIP FOR THE
IMPLEMENTATION OF THIS REPORT.**

**ACTION
RECOMMENDATION
16**

-  The action recommendations in this report should be accepted in principle.
-  Priorities for implementation of those plans should be determined.
-  A master plan containing both short-term and long-term targets for implementation should be developed.

CHAPTER FOUR

A Plan for Implementation

The changes proposed by the Curriculum and Instruction Review Committee are far-reaching and affect all those involved with education in the province. The implications of such a major review are complex and cannot be approached in a casual manner. Too often, proposed innovations fail because little attention is paid to long-term planning for change. Because the Committee wanted to see its proposed changes effectively implemented, it seriously considered what is known about the change process. The Committee feels that, if some basic principles are adhered to during the implementation period, educational improvements will be realized.

Effective Change

Successful change projects have a number of characteristics in common. The presence of these characteristics appears to increase the likelihood of an innovation being accepted and adopted. They can, therefore, provide guidelines to be considered when planning for change.

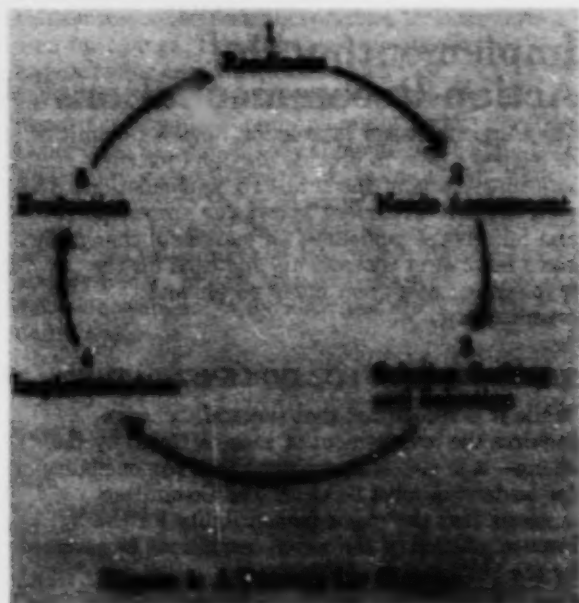
- **Adequate Planning** — any change has to be well-planned and accompanied by clear goals for implementation. Roles and procedures based on problem-solving processes need to be articulated.
- **High Degree of Involvement** — for change to occur, the people affected must accept the proposed solutions. People will not readily accept solutions unless they are involved in decision-making at all stages in the implementation of change.
- **Support System** — a strong support system is necessary for effective implementation. Information and materials, time, space, alterations to program schedules, and funding are all needed. The greater the amount and visibility of the support, the greater the positive impact on the change effort.
- **Inservice Education** — inservice education is a vital component of any change project. It provides for the acquisition of information and the development of skills necessary to install the

innovation. The people expected to implement the change must have the knowledge and the ability to perform the required tasks.

- **Sufficient Time** — most projects that result in change take three to four years. Adequate blocks of time for training, planning, problem solving, and attending regular meetings should be provided. The amount of time spent by participants and consultants in interaction around the change project influences the success of the implementation.
- **Leader Models** — initiators or leaders of change at all levels must model the behaviours or practices they are trying to install. Therefore, to encourage change, leaders must adhere to the change guidelines themselves.

THE CHANGE PROCESS

The change process is made up of a number of essential steps: readiness, needs assessment, solution seeking and selection, implementation, and evaluation. The process is cyclical, as illustrated in Figure 1. Although a change may not always begin at the readiness stage, all steps have proven to be important in effecting change.



- **Readiness** — implementers of change need to ensure that a number of attitudes and characteristics are present among those who are

to be involved. An inquiring attitude, a commitment to continuous evaluation, and a knowledge of problem-solving skills are necessary characteristics for those involved in change efforts.

- **Needs Assessment** — collection of information to define needs or problems is a necessary step. Problem definition leads to goal setting.
- **Solution Seeking and Selection** — once goals are set, solutions can be considered. Strategies such as brainstorming can be used to generate ideas. Possible solutions should be checked against a list of criteria.
- **Implementation** — a plan for implementation is essential. Successful implementation involves awareness, knowledge, and training. Follow-up coaching is required to help people apply newly learned skills and knowledge.
- **Evaluation** — both the steps followed to implement the change and the degree of change itself must be assessed. Evaluation often leads to new solutions or further needs assessment and plans for more improvements.

Implementing the Action Recommendations

The Curriculum and Instruction Review Committee developed a plan to provide direction for the implementation of the action recommendations. The plan is based on current knowledge about change and follows the guidelines for successful change. It has a number of components and calls for the involvement of a great many people and organizations.

RESPONSIBILITY FOR IMPLEMENTATION

While it is recognized that successful change requires the involvement of those affected by the change, it is also acknowledged that responsibility for leadership must be clear. The Committee suggests that the major responsibility for the implementation of the recommendations be assumed by the Department of Education.

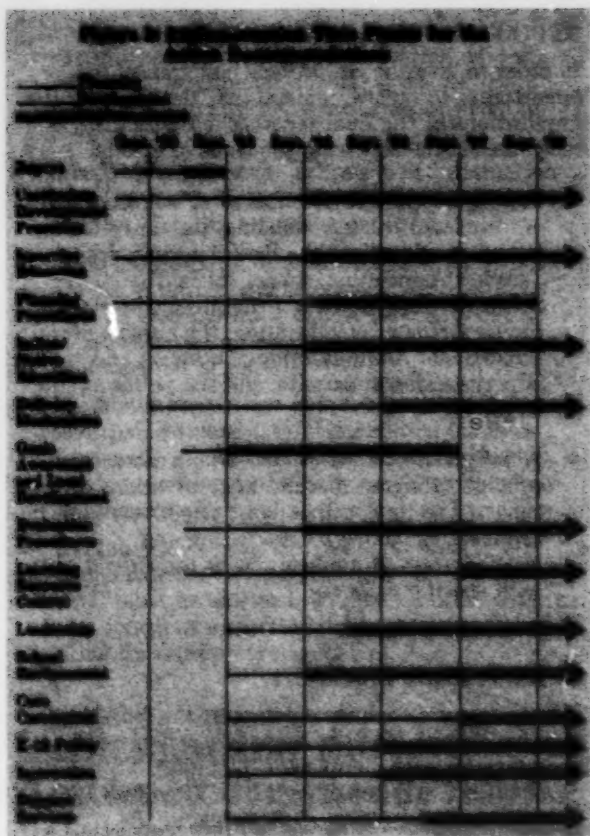
REPORT DISTRIBUTION AND REACTION

In order to give the educational community the opportunity to review, understand, and consider the implications of the final report, the Committee recommends the following sequence of events:

- The final report be distributed to a broad range of interested parties including: the universities; boards of education; the Saskatchewan School Trustees Association; school staffs; the Saskatchewan Teachers' Federation; the staff of the Department of Education; the League of Educational Administrators, Directors and Superintendents; parents; and the public at large.
- A designated period of time be allocated to provide presentations and interpretations of the report. The time will be most effectively used if the meetings allow for discussion and consideration of implications as they apply to each specific audience.

THE OVERALL PLAN

Fifteen major components comprise the long-term plan for change. Three phases were considered necessary for each component: planning, development, and implementation. Time was an important consideration in planning, as the Committee recognized that allotting inadequate time would surely lead to failure of the implementation. Figure 2 displays the time frame and the sequence of activities for each component of the long-term plan. The Curriculum and Instruction Review has already had an impact on education in Saskatchewan, and some activities are currently under way.



Implications

The Curriculum and Instruction Review Committee identified a variety of new procedures and responsibilities for all those involved in the education of Saskatchewan children. The Committee acknowledged that implementation of many of the recommendations requires collaboration on the part of the various organizations. However, it chose to present the implications for each target audience in order for the groups to consider the extent to which they may become involved in educational improvement.

THE MINISTER

- Review the proposed implementation plan and set priorities.
- Delegate the responsibility for the implementation of this Review to the Department of Education.
- Adopt the statement of goals.

- Make a public statement affirming the school's role in providing support services.
- Initiate discussion regarding co-ordination with other government departments which provide support services to schools.
- Advocate a vision of school improvement.
- Endorse and support the newly formed inservice co-ordinating group.
- Ensure that necessary support structures for change are in place.
- Establish a mechanism to monitor the implementation of the recommendations.

PARENTS AND THE PUBLIC

- Participate in goals workshop at the local level.
- Continue to be aware of your child's needs and skills.
- Work with the staff in solving student problems when they arise.
- Become aware of the support services available.
- Be active in your school's activities.
- Participate in change efforts undertaken by your local school.
- Let teachers know when things are going well.

DEPARTMENT OF EDUCATION

Implementation

- Assume a leadership role in ensuring the implementation plan is carried out.
- Collaborate with other educational organizations in the development of a master plan containing both short-term and long-term targets for implementation.

Goals

- Design goals workshops for use at the school division level.
- Train or provide personnel to lead workshops.

K-12 Policy

- Develop the K-12 program policy and provide a process for testing, revising, adapting, and finalizing the new K-12 program policy.
- Develop a handbook for boards of education detailing administrative changes of the new policy.
- Establish communication procedures for consulting with advanced education institutions on program issues.

Core Curriculum

- Assess, research, develop, and implement the core curriculum in collaboration with Saskatchewan educators.

Delivery Mechanisms

- Investigate and develop alternative program delivery mechanisms.

School Environment

- Develop a program on school environment to be available for use in assessing local school environments and planning for improvement.

Learning Resource Centres

- Develop a provincial policy that defines roles and standards for learning resource centres.
- Develop work plans to accelerate the provision of resource centre services in Saskatchewan schools.
- Provide presentations on the policy and work plans.

Instruction

- Convene a meeting of representatives from the various educational organizations to develop plans for improving instruction.
- Participate in the development and delivery of inservice education on effective instruction.

Evaluation

- Initiate a review of evaluation procedures in the province by establishing an interagency reference committee.

Support Services

- Develop proposals for implementing co-ordination of school support services.

Alternative Programs

- Develop policy and guidelines for the design of alternative programs.
- Collect descriptions of innovative or experimental programs in Saskatchewan and make them available to interested school divisions.

Indian/Native Education

- Develop Indian/Native supplementary material for existing courses of study. Ensure Indian/Native content is integrated into the core curriculum.

- Develop Indian/Native studies and Native language courses.
- Investigate alternative patterns for school organization, structure of the school year, and the delivery of instruction.
- Develop a proposal for the acquisition, production, and circulation of instructional and professional development materials for use in Northern Saskatchewan schools.

Curriculum Development Processes

- Provide awareness on the new curriculum development model.
- Develop a manual outlining procedures and guidelines for curriculum developers at provincial and local levels.
- Continue to assume responsibility and support for implementation of courses of study.
- Establish curriculum advisory committees.

Inservice

- Participate in efforts to co-ordinate inservice education programs, materials, and personnel.
- Model effective inservice practices.

Planning Procedures

- Convene a reference committee to review school planning procedures.
- Develop materials to encourage collaborative planning procedures at the local level.
- Train resource personnel as planning consultants.

Leadership

- Initiate discussions with educational organizations on leadership roles and training.
- Participate in the development and delivery of a program to improve leadership skills.

Change

- Use guidelines for successful change processes when planning projects and improvements.

BOARDS AND THE SASKATCHEWAN SCHOOL TRUSTEES ASSOCIATION (SSTA)

Implementation

- SSTA — participate in the development of a master plan containing both short-term and long-term targets for implementing the recommendations.

- Boards — consider the recommendations and participate with teachers in the development of an implementation plan for their school divisions.

Goals

- Boards — become familiar with the new set of provincial goals and develop a set of local goals by participating with teachers, administrators, and parents in goals workshops.

K-12 Policy and Core Curriculum

- Boards — provide opportunities for testing components of new core programs and new structures for school organization.

Delivery Mechanisms

- Boards — facilitate the piloting of alternative delivery mechanisms.

Instruction

- SSTA — participate on a project to develop plans for improving instruction.

Evaluation

- SSTA — participate on an interagency reference committee to review evaluation procedures in the province.

Planning Procedures

- SSTA — participate on a reference committee to review school planning procedures.
- Boards — initiate a planning process for on-going system improvement including assessment, goal setting, inservice training, implementation, and evaluation.

School Improvement

- Boards — support local school improvement projects on such topics as school environment, effective inservice, planning procedures, and learning resource centres.

Curriculum Development Processes

- Boards — approve the development and implementation of a plan for program evaluation.
- Boards — review project briefs.
- Boards — facilitate the testing of new programs and instructional materials during the design function.
- Boards — support continued ongoing program evaluation.

- Boards — encourage curriculum development at the local level to meet needs.

Inservice Education

- SSTA — participate in efforts to co-ordinate inservice education programs, materials, and personnel.
- Boards — support the use of effective inservice guidelines.

Leadership

- SSTA — participate in the development and delivery of a program to improve leadership skills for educational administrators.
- Boards — support leadership programs by releasing principals and directors, and providing funding and time.

Change

- Boards and SSTA — Use guidelines for successful change processes when planning projects and improvements.

ADMINISTRATORS AND THE LEAGUE OF EDUCATIONAL ADMINISTRATORS, DIRECTORS AND SUPERINTENDENTS (LEADS)

Implementation

- LEADS — participate in the development of a master plan containing both short-term and long-term targets for implementing the recommendations.
- Directors and Superintendents — consider the recommendations and participate with teachers and boards of education in the development of an implementation plan for school divisions.

Goals

- Directors and Superintendents — become familiar with the new set of provincial goals and provide for local goals workshops involving teachers, administrators, board members, and parents.

K-12 Program Policy and Core Curriculum

- Directors and Superintendents — provide opportunities for testing new core programs and new organizational structures.

Delivery Mechanisms

- Directors and Superintendents — pilot alternative delivery mechanisms in the school division.

Instruction

- LEADS — participate in a project to develop plans for improving instruction.

Evaluation

- LEADS — participate on an interagency reference committee to review evaluation procedures in the province.

Planning Procedures

- LEADS — participate on a reference committee to review school planning procedures.
- Directors and Superintendents — initiate planning procedures for ongoing school improvement including assessment, goal setting, inservice training, implementation, and evaluation.

School Improvement

- Directors and Superintendents — encourage and support local school improvement projects.

Curriculum Development Processes

- Directors and Superintendents — become aware of new curriculum development processes.
- Directors and Superintendents — initiate procedures for systematically reviewing courses of study.
- Directors and Superintendents — review project briefs and provide suggestions.
- Directors and Superintendents — facilitate the piloting of courses of study and resource materials.
- Directors and Superintendents — develop local implementation plans for new or revised courses of study. Provide money and human resources to support courses of study.
- Directors and Superintendents — co-ordinate local program development.

Inservice Education

- LEADS — participate in efforts to co-ordinate inservice education programs, materials, and personnel.
- Directors and Superintendents — promote the use of effective inservice guidelines.

Leadership

- LEADS — participate in the development and delivery of a program to improve leadership skills.
- Directors and Superintendents — participate in leadership training programs. Support principals

in the school system in their development of leadership skills.

TEACHERS AND THE SASKATCHEWAN TEACHERS' FEDERATION (STF)

Implementation

- STF — participate in the development of a master plan containing both short-term and long-term targets for implementing the recommendations.

Goals

- Teachers — participate with administrators, parents, and the board in goals workshops to determine local goals.

K-12 Policy and Core Curriculum

- Teachers — test new core programs and new structures for school organization.

Delivery Mechanisms

- Teachers — participate in piloting alternative program delivery options.

Instruction

- STF — participate in a project to develop plans for improving instruction.

Planning Procedures

- STF — participate on a reference committee to review school planning procedures.
- Teachers — participate in school division planning to identify short-term and long-term targets for improvement.

Evaluation

- STF — participate on an interagency reference committee to review evaluation procedures in the province.

School Improvement

- STF — participate in the planning and development of school improvement projects on topics such as planning procedures, school environment, instruction, effective inservice education, and learning resource centres.
- Teachers — participate in school improvement projects.

Curriculum Development Processes

- STF and Teachers — become aware of new curriculum development processes.

- STF and Teachers — participate in program evaluation by providing reactions, information, and suggestions on courses of study.
- STF and Teachers — review relevant project briefs on the plans for the design of new courses of study.
- STF and Teachers — engage in ongoing evaluation of courses of study.
- STF and Teachers — test components of courses and evaluate instructional materials during the design stage.

Inservice Education

- STF — participate in efforts to co-ordinate inservice education programs, materials and personnel.
- Teachers — participate in the planning of professional development and school improvement programs.

Leadership

- STF — participate in the development of a program to improve leadership skills.
- Teachers — participate in leadership development workshops.

Change

- STF and Teachers — use guidelines for successful change processes when planning projects and improvements.

UNIVERSITIES

Implementation

- Participate in the development of a master plan containing both short-term and long-term targets for implementing the recommendations.

Goals

- Provide awareness of the goals of education for students in teacher education programs.

Core Curriculum

- Adjust course content to focus on the core curriculum.

K-12 Policy

- Participate in K-12 program policy formation.

Content

- Consider developing classes or modules on: planning procedures, school environment, cross-culturalism and multi-culturalism, and effective use of learning resource centres.

Instruction

- Participate in a project to develop a plan to improve instruction.
- Continue to address and give greater emphasis in teacher education programs to: use of a variety of teaching strategies, self-evaluation to improve instruction, and developing group process skills.
- Continue to provide student teaching experiences in a variety of situations to better prepare students for a variety of job opportunities. This might include a period of time with a successful teacher of Indian/Native children.

Evaluation

- Participate in the review of evaluation procedures in the province.

Planning Procedures

- Participate on a reference committee to review school planning procedures.

Curriculum Development Processes

- Support new curriculum development by providing representation on the Program Policy Committee and curriculum advisory committees.
- Review project briefs.
- Participate in design and implementation phases by facilitating the loan of personnel.

Inservice Education

- Participate in efforts to co-ordinate inservice education programs, materials, and personnel.
- Model effective inservice practices.

Leadership

- Participate in the development and delivery of a program to improve leadership skills. Review the present educational administration programs in light of the proposed changes.

Change

- Use guidelines for successful change processes when planning projects and improvements.

The Challenge

Throughout the Curriculum and Instruction Review, we tried to focus on what we called the "broad picture" of education. Perhaps we did not deal with some particular issues in as much detail as some might have liked. But if our recommendations are implemented, the mechanisms will be in place for efficiently dealing with these other educational issues. It was our goal to improve the system so that individual and local needs are more easily accommodated.

In looking to the future, we must see education not just in terms of disseminating knowledge, but in terms of providing young people with the skills needed to adapt in a changing world. Everyone interested in education can play a role in implementing the recommendations of the Curriculum and Instruction Review. We ask that the people of the province rally to meet the challenge of educating for an exciting but uncertain future.

APPENDICES

APPENDIX A:

The Terms of Reference: The Minister's Advisory Committee on Curriculum and Instruction Review

AUTHORITY: The Minister may: make provision for the establishment of advisory councils, on which the department, the universities, the association, the federation, voluntary organizations and the public at large may be represented, to consult with and advise the minister on matters relating to the development of education in the province. *The Education Act, 1978*, 10 (1) (f).

PURPOSES AND FUNCTIONS:

The Curriculum and Instruction Review was established by the Minister of Education for the purpose of assessing the adequacy of the K-12 programs in meeting the present and future needs of Saskatchewan students. To carry out its task the Committee was charged:

1. To identify the needs of Saskatchewan children as they relate to the provision of appropriate learning experiences.
- 1.1 To determine the knowledge, skills and attitudes required by students now and in the future, i.e., "What should young people learn in school?"
- 1.2 To analyse school situations which reflect the kind of environment needed to fulfill student learning requirements, i.e., "What are the ways that children learn?"
2. To review the goals and assumptions underlying education in Saskatchewan in order to ascertain their continued relevance for meeting the learning needs of students.
- 2.1 To review program policies applicable to each division level with respect to their degree of implementation, integration and articulation, and adequacy for the future.
- 2.2 To clarify the role and responsibility of the Department with regard to policy formation and curriculum development.
3. To consider the adequacy of the relevant organizations and individuals involved in education to meet the learning needs of students.
- 3.1 To examine the organizational structure of schools in terms of their learning environment and openness to change.
- 3.2 To assess the effectiveness of preservice and inservice training in preparing teachers for schools of the future.
4. To make recommendations applicable to all those in education which take into consideration the dynamics of change as they may relate to Saskatchewan.

STRUCTURE AND MEETING DATES

To provide direction for the Review, an advisory committee, representative of the various educational communities in the province, was established in the fall of 1981. Chaired by Karen Rongve, the Committee met on a regular basis to examine issues relevant to the study, and made plans for research and public involvement. Working with the Committee was Terry McKague, on leave from the Saskatchewan Teachers' Federation, who acted as project co-ordinator.

Associated with the project from Saskatchewan Education were: Ray Clayton, Deputy Minister; Ken Horsman, Executive Director of Policy, Planning and Special Projects Division; Phil Schalm, Executive Director of the Development Division; and Barbara Keirnan-Young, Director of Policy, Planning, and Research.

ESTIMATE OF COSTS

Total cost of the Review during its three year life span was \$350,000. These expenditures included honorarium and travel for committee members, special projects/studies, public meetings, document preparation, and the salary of the project co-ordinator.

COMMITTEE DURATION

The Minister's Advisory Committee on Curriculum and Instruction was established in November 1981 and concluded its work December 1983.

APPENDIX B:

Schedule of Public Meetings

January 31, 1983	— Cumberland House	February 23	— Humboldt
February 13	— Creighton		— Moose Jaw
February 2	— Sandy Bay	February 26	— Saskatoon
February 3	— Deschambault Lake	February 28	— Melville
February 8	— Lloydminster	March 1, 1983	— Estevan
	— Melfort		— Whitewood
February 9	— Meadow Lake	March 2	— Yorkton
	— Nipawin		— Weyburn
February 10	— North Battleford	March 5	— Regina
	— Hudson Bay	March 7	— Green Lake
February 14	— Kindersley	March 8	— La Loche
February 15	— Assiniboia	March 9	— Buffalo Narrows
	— Maple Creek	March 10	— Beauval
February 16	— Shaunavon	March 11	— Ile a la Crosse
February 17	— Swift Current	March 14	— Prince Albert
February 22	— Raymore	March 21	— La Ronge
	— Outlook	March 22	— Pinehouse

APPENDIX C:

Briefs Submitted to the Curriculum and Instruction Review

Brief No.

1. Humane Education, A Life Skill — Peter East — Saskatchewan Society for the Prevention of Cruelty to Animals
2. Skills: Vocational Education — H. R. Lang
3. Native Curriculum — K. Forster
4. Treaty Indian Position — Cornelius Ballantyne — Peter Ballantyne Band
5. Thoughts Toward Drama Curriculum — Saskatchewan Drama Association
6. Calculus in High School — Tisdale Home and School Association
7. Equality of the Sexes in Education — Nipawin Branch of the Women in Education
8. The School Library Resource Center — Victor Fast
9. Issues in Schooling — Kate McCorriston — Wagner School Staff
10. Media Literacy — Mel McCorriston
11. Educating for the Future — James Weseen
12. Objectives of Education — Larry McCrady
13. Curriculum and Instruction — Suggestions — Mrs. Merceda Schmidt
14. Certain Issues — J. L. Passtor
15. Put Religion Back in the Schools — Mr. and Mrs. Geenen
16. Education in Saskatchewan — James G. Hunter
17. Curriculum and Instruction — Saskatchewan Adult Basic Education Association
18. Needs of Children and Purpose of Education — Scotsguard Catholic Women's Institute
19. Health Education — Saskatchewan Medical Association

20. Concerns Related to Questionnaire — St. Henry's School Division No. 1046
21. The Learning Resource Center and the Curriculum — J. Lowenberger
22. Process of Death and Dying — Memorial Society of Saskatchewan
23. Family Life/Science/Teaching of Religion — United Church of Canada.
24. Schooling in Saskatchewan — Duane Migowsky
25. Concerns and Recommendations for the Educational System in Saskatchewan — Faith Christian Fellowship
26. Multi-culturalism in the Curriculum — Swift Current Multi-cultural Council
27. Adequacy of School Resource Centers — Superannuated Teachers of Saskatchewan — Swift Current Chapter
28. Interdisciplinary Team Approach — O. M. Irwin School
29. Issues in Education — George L. Hall
30. Curriculum Renewal in the Area of High School English — Leon Koldingnes and Phyllis Nakonechny
31. Alternative High School Model — Cliff Jantzen
32. Curriculum Design and Delivery in Saskatchewan — E. Whelan
33. Issues in Schooling — Division IV Students in Admiral School
34. Elimination of Stereotyping in Curriculum Materials — Else DePaaw
35. School Attendance for Children in Luxor Area — Mr. and Mrs. Wilbert Bender
36. Education Issues — W. G. Huckle — Board of Education of Last Mountain School Division No. 29.
37. Planning Future Education Curricula — Watson Elementary School
38. Educational Change — Muenster Teachers and School Trustees
39. Educational Issues — Valerie Goudy
40. Family Life/Sex Education — Mrs. Cecilia Forsyth
41. Beliefs and Values of the Evangelical Christian Community — Mr. Leslie Krober — Saskatoon Evangelical Minister's Fellowship
42. Sex Education — Saskatoon Pro-Life
43. Comments on the Implementation of French Immersion Programs — Parents of Grades 5/4 French Immersion Class — Victoria School
44. Response to 'Issues in Schooling Questionnaire' — Saskatchewan Association for Gifted Education
45. Islam and the Educational System — Dr. Shakeel Akhtar — Islamic Association of Saskatchewan
46. Are Grade Twelve Students Prepared for University Math — Dr. Duthie
47. Curriculum Issues — DeShaye and St. Jerome Local School Advisory Committee
48. Continuous Progress and Individualized Instruction — T. Heidt, Superintendent — Northern Lights School Division
49. The Interdependence of Society, Economics and the Mineral Industry — Saskatchewan Mining Association
50. Arts Education Program — Norm Yakel — Faculty of Education
51. Education is a Shared Responsibility — Board of Education of Regina School Division No. 4
52. Views from the Teaching Profession — Saskatchewan Teachers' Federation
53. Planning for the 1980's — Saskatoon Board of Education
54. Comments on Curriculum and Instruction — Assiniboia Board of Trustees and Teachers' Association
55. Ten Positive Suggestions for Productive Learning — Loretta Wenaus

56. Comments on Today's Schools — H. B. Schiefer
57. School and Our Future — Jim Holtlander
58. Brief and Recommendations — Saskatoon Council of the Catholic Women's League
59. Importance of the Learning Resource Center — Shirley Andrist
60. Health Curriculum Redevelopment — T. Benson
61. Education of Exceptional Children — Gordon Toth
62. Curriculum Issues — St. Paul's Council of the Catholic Women's League
63. A Brief to the Minister's Advisory Committee — Joint Presentation by the Teachers, Trustees and Administration of the Saskatoon Catholic Schools
64. Need for Multicultural Education in Saskatchewan Schools — Saskatoon Multicultural Council Incorporated
65. Position of Curriculum Revision — M. J. Kindrachuk
66. Submission — Eston-Elrose Board of Education
67. Curriculum Review — Warren A. Connor — Kindersley
68. Home Economics and Industrial Arts — Marni MacDonald and Ray Boughen
69. Education in Saskatchewan Schools — Bernhard and Margaret Sadowaki
70. Values — John Judson
71. Manner in Which Curricula Are Developed in Saskatchewan — Gary Hyland
72. The Curriculum and the Learning Resource Center in Saskatchewan Schools — Executive Council of the Saskatchewan Association of Educational Media Specialists
73. Human Rights Education — Ken Norman and Aileen Watkinson — The Saskatchewan Human Rights Commission
74. Educational Issues — H. Gibson — Meadow Lake Board of Education
75. Preparing Students For the Future — Chester Dobni, Jr. — Grade Twelve Student
76. Environment Education — Meadow Lake and Area Environmental Group
77. Curriculum Concerns — Ruby Oster and Mary Petersen
78. Children's Education in the Saskatchewan School System — signed by parents
79. The 'Shema' — Rev. Brian R. Roadhouse
80. Comments and Recommendations — Oliver Humphreys
81. Needs of Children — K. E. Schneider
82. Educational Concerns — Members of the Division Planning Committee — North Battleford Catholic School Division No. 16
83. Issues in Connection with Schooling — John Watson
84. Presentation to Minister's Advisory Committee — Stan Digout
85. Stop the Use of the Strap on Young People — June Niro
86. Two Focal Points: Teacher and Student — Monty Bennett, Vice-Principal Ogema School and Ogema Local School Board
87. Brief — on Behalf of the Teachers of Weyburn Comprehensive School
88. Computer Science — Gerald L. Dixon
89. Curriculum and Instruction Methods — Primary and Secondary School System — R.W. Forbes.
90. Importance of the Fine Arts — Dennis Schaefer — St. Peter's Concert Society
91. Family Life Education — George and Mary Hickie
92. Parent Choice of Schools — Theresa Beyko
93. Family Life Education — Moosomin Residents
94. Issues in School — Broadview Board of Education

96. Family Life — Moosomin
96. Brief Supplementary to a Previous Submission — L. J. Fourneir
97. The Need for Teaching English as a Second Language — Prince Albert Teachers' Association
98. Concerns About Education — Bob Martyn
99. Paper presented to the Provincial Curriculum and Instruction Review Committee — Prince Albert Catholic Separate School Division No. 6
100. Brief prepared for the Curriculum and Instruction Review Committee — Prince Albert School Division No. 3
101. Global Education: Imperative of the 80's — Elapeth Crawford and Chris Meisner — Saskatchewan Council for International Co-operation
102. Concerns Regarding Heavy Curriculum and Amount of Homework — Helen F. Honey
103. Lifelong Education — Marge Nainar — Natonum Community College
104. Agriculture in the Curriculum — Saskatchewan Institute of Agrologists
105. Importance of Reading — Ronald R. Lamb — International Reading Association
106. Family Life Program — Parents at Moosomin
107. Science Education Summary — Dr. E. P. Hart
108. Demanding Curriculum in Division I and II — 14 Concerned Parents from Yorkton
109. Environmental Education — Saskatchewan Outdoor and Environmental Education Association
110. Health, Safety and International Education — Red Cross Youth
111. Three Educational Issues — Robert A. McGillivray — Saskatchewan Federation of Agriculture
112. Needs of Trainable Mentally Retarded Students — Sylvia Berger — Harrow de Groot Local School Advisory Committee
113. Several Educational Issues — Simon Lizee — Humboldt Rural School Division Principal's Group
114. Labour Studies in the Curriculum — Nadine Hunt, President — Saskatchewan Federation of Labour
115. The Curriculum and the Learning Resource Center in Saskatchewan Schools — Deanna Gruending
116. Issues in Schooling — Mrs. E. F. Abd-Elmessih
117. Literary Arts in the Education Curriculum — The Saskatchewan Writers Guild
118. French Language Instruction — The Canadian Parents for French
119. Achieving Educational Goals — Mavis Holub — Saskatchewan Alcoholism Commission
120. Regarding — Issues in Schooling — Saskatchewan Federation of Home and School Associations
121. Thinking About the Curriculum — Douglas Stewart
122. Equality of the Sexes in Education — Women's Division, Saskatchewan Labour
123. Planning for the 80's — Gerald R. Sankey
124. Concerns Regarding Native Education — V. Schigol — Minahik Waskahigan School
125. Report on Curriculum and Instruction — Greystone Heights School Council, Incorporated
126. A Presentation to the Curriculum and Instruction Review Committee — College of Education — University of Saskatchewan
127. Issues in Schooling — Saskatchewan Guidance and Counselling Association
128. The Arms Race: Is it of Concern to Our Schools? — Joanna Miller
129. Native Curriculum Materials — Elaine Inkster — NORTEP Faculty
130. Curriculum and Instruction Review — Brief Presented by The Prince Albert District Education Committee Representing Band Control Schools
131. Proposal for Black Bear Island Circuit School — Joe Zbitnew
132. Needs of Native Students — Neginuk Friendship Center, LaRonge

133. Native Education — Mary Jane Kasyon
134. International Education — Asit K. Sarkar — United Nations Association in Canada
135. Statement with Respect to the Teaching of Creationism in Saskatchewan Schools — Department of Biology — University of Saskatchewan
136. Textbooks and the Curriculum — Leonard W. Dupuis — Valley View School
137. On the Preparedness of Entrants to the University of Saskatchewan — J. P. Gregory
138. Educational Issues — School Council of Lorne Haselton School, Saskatoon
139. Concerns Regarding Interdepartmental Co-ordination and Teaching Approaches — The Board of Directors Saskatoon Region Community College
140. Concerns Related to Business Education — Pearl Stockdale — Saskatchewan Business Teachers' Association
141. Goals of the Saskatoon French School — Saskatoon French School
142. Comments from Individual Instructors — Saskatchewan Technical Institute
143. Brief to the Curriculum and Instruction Review Committee — Regina Roman Catholic Separate School Division
144. Brief to the Curriculum and Instruction Review Committee — Saskatchewan Pro-Life Association
145. Economic Education in Saskatchewan Schools — Business/Education Committee — Saskatoon Board of Trade
146. Special Education — Patricia Leson
147. Needs of Exceptional Children — Saskatchewan Federation Council for Exceptional Children
148. The Feasibility and Importance of Providing A Basic Economic Education to All Students — Gary Rabbior — Canadian Foundation for Economic Education
149. Fertility Awareness — Serena Saskatchewan
150. Brief and Resolutions Submitted by The Catholic Women's League of Canada
151. Brief Submitted by the Community Health Services Branch
152. Gabriel Dumont Institute of Native Studies and Applied Research — Dr. Kenn Whyte
153. Equality in Education — Women in Education Committee — Humboldt Branch of the Saskatchewan Teachers' Federation
154. Task Force Brief on Issues in Schooling for Children Who Are Mentally Handicapped — The Saskatchewan Association for the Mentally Retarded
155. Safety — Saskatchewan Child Safety Committee
156. Submission of the Saskatchewan School Trustees Association to The Minister's Advisory Committee on Curriculum and Instruction

Supplementary Reports

The Curriculum and Instruction Review Committee collected a great deal of information on educational issues. The Committee prepared five booklets which support the final report and provide additional information.

1. **WHAT THEY SAID:** The Curriculum and Instruction Review Committee sought public opinion on education by distributing a questionnaire, holding public meetings around the province, and asking for the submission of briefs. **What They Said** presents the educational views of those people who responded to the Committee's requests.
2. **SASKATCHEWAN EDUCATION:** The Curriculum and Instruction Review proposed a number of changes that will affect the Department of Education. **Saskatchewan Education** outlines those changes and examines the role and responsibility of the Department in implementing the recommendations of the Review.
3. **SASKATCHEWAN CHILDREN:** The success of an education system is largely dependent upon its ability to respond to the needs of its students. **Saskatchewan Children** explores the unique characteristics of children in this province and the services that are available to meet their needs.
4. **TOWARD THE YEAR 2000:** Technological and social changes of the future will undoubtedly affect life on this planet. **Toward the Year 2000** examines the predictions of futurists as to how education should change in order to better prepare students for the future.
5. **SCHOOL IMPROVEMENT:** A school's environment has a profound effect on both the productivity and satisfaction of its students. **School Improvement** examines the effect of school environment on learning, and explores ways of building more effective learning environments in Saskatchewan schools.

These supplementary reports can be ordered from Saskatchewan Education and will be mailed as they become available. Requests for copies should be addressed to:

Curriculum and Instruction Review
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